Camping and Character

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CAMPING AND CHARACTER

A Camp Experiment in Character Education

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To

TAYLOR STATTEN

Pioneer craftsman in education for living whose vision and leadership are the soul of Ahmek

FOREWORD

The summer camp as an educational agency has unusual possibilities. The contrast between it and the ordinary school is both stimulating and enlightening. The ordinary school is highly traditional and often forgetful of its educational purpose. The camp is a new venture and willing, at least at the best, to make a fresh attack upon the problem of education. The school intends, typically, to have its pupils deal only indirectly with life, learning about it from what others have to say. Camp is a place where life is in actual process. Some elements in the contrast between the two are worthy of closer consideration.

The ordinary school system is highly traditional. Its controlling aims and ends, as well as its principal means, have for the most part come down to us from generations past. Whatever modernization has taken place is rather superficial than thoroughgoing. As matters stand most parents of adolescents are suspicious of any school which differs markedly from what they knew in their youth, and the actual requirements of colleges and universities keep alive this attitude of suspicion. Old conceptions are thus firmly entrenched. Promotion on subject-matter requirements, final examinations, college entrance requirements—these long-standing school machinery devices are in effect taken to constitute education. To hold up "high standards" regarding these is too often the principal moral effort of the school, while to "pass" them as hurdles is too often the only aim of the pupil. Between school standards and pupil attitudes parents are divided and often torn as to where to place their sympathies. In the strenuousness of it all the real problem of education seldom gets serious attention. When the educative value of such machinery devices is even questioned, many parents and teachers are frankly puzzled: "Is not this the education we have always known? If these do not guarantee education what can? If education does not inhere in these, what kind of thing is it?" To revise a conception in the realm of values is a most difficult process. In opposition to revision the school remains stalwart.

Moreover our school system still reflects much of the obsolescent social theory which prevailed during its formation. In a former day it was both heresy and treason to question the existing social outlook and arrangement. Unquestionable authority supported the *status quo*. By a natural extension all existing customs and standards were *ipso facto* authoritative. The main business of education, whether in school or out, was to fit youth into these not-to-be-questioned institutional arrangements and outlook. If aversion showed itself, that was to be expected. School machinery had been devised precisely to subdue and master such aversion. Everything about the school was authoritarian, as befitted the prevailing attitude in church, state, and family. The curriculum, of course, was fixed in advance and handed down from above. The very act of learning was acceptance on authority. Obedience was the chief virtue, constitutive in fact of all others. Certainties alone made up the curriculum; no reference could be made to doubt, to doubtful situations, or to uncertain outcomes. The only uncertainty was whether the learner would acquire the results known in advance to the teachers. History when taught must be ancient and distant, not recent. No possible hint of change in the existing standards of thought or behavior could be admitted. Facing the inherent shifts and uncertainties of life was ruled entirely out of the curriculum. A fixed and known world underpinned the school theory. This older attitude the school still largely reflects.

Still further, existing school procedures reflect in great measure an outworn psychology of learning. In a former day learning was based on analysis of elements with synthesis following much later. Reading began with names of letters and went on successively through syllables, separated words, isolated sentences, finally to reach connected discourse. Intelligent grasp of what it was all about was expected only at the end. So with practically all learning. Our present separated subjects as geography and arithmetic represent the remains of this psychology. Still more of the same is seen in the generally current practice of learning for later use. Modern thought brings two main objections to all such, one that learning goes on best when the need for it is seen and felt, the other that what is learned separately and apart from its felt meaning connections is likely not to be integrated either into life or into character. From these considerations it follows that learning and life situations are neither to be separated from the other without hurt. A resulting defect of the older outlook was that separated learning had perforce to be tested not by natural use but by the ability to give it back on the demand of the teacher. From this arose the examination system with all its inadequacies. A more modern but still hurtful result is the use of medals, badges, buttons and the like as incentive and sign of learning. Some adolescent organizations depend greatly on such to the hurt both of the youth and of the program. Ahmek, be it said to its credit, has renounced this false psychology. But our schools are still largely committed to its use.

Opposed to the school, thus variously handicapped by practices left over from its past, stands the summer camp relatively free. So far it is bound by little or no institutionalism. Having a new aim and being located in remote quarters, it is freer from the traditional outlook of society in general. Apart from the negative demands to allow no harm to their charges there are on the whole few or no insistent demands made on the camp, either by parents or by society, other than the very immediate one of making the youth happy. Not being counted "educative," in the traditional sense, the camp is free—if it will—to be honestly and seriously educative in the true sense.

How shall we understand the term education as thus contrasted with the older conceptions? Two parallel but supplementary statements will perhaps suffice. First, education as here conceived is concerned to have the youth grow in richness of living, understanding by "richness" the most desirable possible of living, *all* things considered. Its method is to have the young live as richly (desirably) now as is possible with such attention to this as promises best for further continuous enrichment of living. In this, learning is both the means of enriching the present and the vehicle for carrying what is gained from the present into the future. The term *continuous* as used above is highly significant. The effects of learning on the future are to begin (typically) at once. The process of enriching is to be continuous. So much for the first statement. It fits the ideal camp as completely as if it had been made for that purpose alone. The second statement concerns the self, the personality involved in learning. This is conceived as being structurally remade in greater or less degree by each instance of learning. Education is thus the process of continuous self-building, of continually enlarging and refining the personality while at the same time it better and better integrates it both within and without. "Enlarging" means here that the person takes in ever more and more meanings; "refining," that these are more and more nicely differentiated; while "integration" takes care that these be more and more meaningfully organized both as regards each other and in relation to demands either from within or from without. For emphasis let it be repeated that in this process the self itself is desirably and actually to undergo continuous and progressive transformation. If now we let each of these statements throw its proper light on the other, we see that on this program the actual individual and his actually effective institutions are each to grow as each mutually builds and is built by the other. It is also further evident that such a conception of education contemplates a dynamic and not a static civilization. The improvement of existing institutions to make a better world is a desirable and probable outcome.

That a camp can build itself exactly on this conception of education needs no elaborate argument. This book is in large measure the account of the effort at one camp to come to some such conception and to embody it in the camp procedure. No hampering outcomes need be fixed in advance to dominate what shall take place. No external demand need control, but rather the inherent demand that the boys shall live well and learn continuously therefrom how to live better. Creative experience may accordingly be sought and stressed. Vigorous boy life furnishes almost ideal conditions for such an educative program.

There are, of course, limitations. The newness of the camp idea, while affording a fresh opportunity, is at the same time also a handicap. Adequate wisdom never comes quickly. Much experience of many people must be well digested before we shall know how best to manage the varied aspects of camp life. This book is one effort to remedy this defect. A further and more abiding weakness in the camp is that it is intentionally removed from ordinary life. Its experience therefore contains gaps. It suffers from discontinuity: discontinuity in point of time—it runs only in the summer; discontinuity as regards life as a whole—it removes itself from people and it includes only one type of person. Many lines of conduct in ordinary life have no counterpart in camp. Some camp conduct has little counterpart outside. Moreover conditions are so different that "transfer" of learning is lessened from what we should like.

But in spite of all limitations the summer camp stands as a wonderful opportunity to show both school and home how education may be conducted on the inherent demands of education and life, two names for the same process if only we conceive them adequately.

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PREFACE

A two-fold purpose lies behind this volume. In the transition stage through which the organized summer camp movement is now passing as it seeks to assume the rôle of a genuinely educative agency extensive experimentation and sharing of experiences is conspicuously needed. The literature on the educational aspects of camping though rapidly growing is as yet fragmentary and limited. The authors believe that a body of literature embodying the practices of the summer camps which are endeavoring to achieve an educational status is a prerequisite to the desired progress. This volume is a description of the attempt of one camp to utilize current principles and procedures of education, psychology, mental hygiene and sociology in the achievement of "character" outcomes in the lives of boys. There seems to be some virtue in describing rather completely the experiences of one camp over a period of years. We have deliberately sought to avoid any tendency to glorify either this one camp, or the summer camp in general. Defects, limitations and failures there have been in abundance. These are included in the report. Obviously, every camp has made greater strides and reached higher levels of achievement in some directions than in others.

The second purpose—or hope—of the authors is more daring and, perhaps, less warranted. Even as the camp must draw upon educational and social science for the enrichment of its outcomes, it may be that the camp has some contribution to make to that larger number of parents, educators and social scientists who are interested in the development of wholesome and socially effective attitudes and behavior in boys and girls. It is our hope that this volume may possess some interest and implications for this wider field.

While not its primary purpose this volume should prove useful in training courses for camp directors and counselors conducted by universities, colleges, camp organizations, or in the camp. The topics for study and discussion included at the end of the book are designed to enhance its usefulness for this purpose.

The writers have been co-workers at Camp Ahmek under the leadership of Taylor Statten for five years. They assume joint responsibility for all of the materials in the volume which are the results of cooperative planning and criticism. Chapters I, II, VIII, IX, X, XI, XII and XIV, were written by Hedley S. Dimock. Chapters III, IV, V, VI and VII, were written by Charles E. Hendry. Chapter XIII was written by Harold E. Haydon, Director of the "Incubator" Section of Camp Ahmek, with the exception of its introductory and concluding sections.

To express their sense of indebtedness to the numerous persons who have contributed in some important way to this volume is impossible. Taylor Statten, Director of Camp Ahmek, has given invaluable support and encouragement. The entire staff of the camp has shared with deep devotion in the experiment here described and in gathering data for reporting it.

The entire manuscript was read and most helpfully criticized by Mr. Abel J. Gregg, Professor A. Eustace Haydon, Mr. Taylor Statten and Professor Harvey Zorbaugh. Valuable help on particular chapters has been given by: Dr. W. E. Blatz; Professor E. J. Chave; Mr. David Sonquist; Mr. Roy Sorenson; and Professor Goodwin B. Watson. It should be made clear, however, in fairness to these men that they are not responsible for any of the material presented.

Thanks for help in preparing the manuscript are due: Mr. Stanley Read and Mr. Harold Haydon of the University of Chicago; Mr. James McDill, Mr. Richard Niehoff, and Mr. Donald Steward of the Young Men's Christian Association College, Chicago.

Chicago
New York City

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CAMPING AND CHARACTER

CHAPTER I

THE EDUCATIONAL OPPORTUNITY OF THE SUMMER CAMP

"To profess to have an aim and then neglect the means of execution is self delusion of the most dangerous sort. . . . When we take ends without regard to means we degenerate into sentimentalism. In the name of the ideal we fall back upon merely luck and chance and magic, or exhortation and preaching."—DEWEY.

THE SUMMER CAMP IN A TRANSITION STAGE

The organized summer camp movement is in a significant stage of transition. Marked transformations in purpose, methods and leadership personnel are conspicuously evident. These changes come in response to the newer currents which prevail in the field of educational theory and practice. Camp directors are keenly sensitive to these trends and are conceiving camping as a significant educational enterprise for the achievement of character outcomes. The outspoken demand that the camp be recognized as an important educational agency carries with it many obligations and implications for the future development of the camping movement. Many changes of a fundamental character must take place if a genuine educational status is to be achieved. A number of tendencies, however, are now present which reveal a distinct drift toward a thorough-going educational purpose and the employment of methods consonant with the new character development claims.

A shift in emphasis from a recreational to an educational function for the summer camp is one of the major current tendencies. Certainly it always has been assumed that the camping experience was rich in character and social outcomes. Such qualities as courage, resourcefulness, robustness, love of the beautiful in nature, industry, sociability and cooperation have ever been considered among the fine fruits of the summer camping experience. But these values were by-products, incidental yet inevitable. Today the character outcomes, the development of socially desirable attitudes, ideals and habits have become the primary objectives of the progressive summer camp.

Implicit in this shift in emphasis from a recreational to an educational purpose is a decided modification in the methods employed for the realization of the camp objectives. If the deepest concern of camp directors is the development of character, then the most effective means available for the achievement of these results must be employed. The preceding statement by John Dewey applies in a poignant way to many social, educational and religious agencies. The summer camp has not always been free from this hiatus between professed purpose and measures adequate for its fulfillment. A trend which is now evident in many summer camps might be described as a shift from a confident reliance for results upon a program of "wholesome exposure" to the application of the best available educational procedures to the entire camp enterprise including organization, program, methods and personnel. A rapidly increasing number of camps are drawing upon the resources of the psychological, sociological and educational sciences in an extensive measure.

THE EDUCATIONAL ASSETS OF THE SUMMER CAMP

The request of the summer camp for recognition as an important educational enterprise may not be readily granted. Many leaders in education will rightly want to know the grounds upon which the camp considers itself entitled to be numbered among educational institutions. The following paragraphs, while not intended as an apologia for the educational status of the organized camp, do enumerate some of its educational assets, real or potential. By its fruits, rather than by its aspirations, claims or opportunities, must the summer camp ultimately be judged.

Some Facts Concerning the Physical Aspects of the Summer Camp

A few facts concerning the physical aspects of the camp may first be reviewed. More than 1,200 organized private camps in the United States and Canada enroll approximately 150,000 boys and girls annually. When the attendance at the 4,000 camps operated by such agencies as the Y M C A, Y W C A, The Boy Scouts of America, Boys' Club Federation, the Camp Fire Girls, etc., is added, the number is increased by 800,000.[1] An enterprise that involves nearly a million boys and girls, from the standpoint of sheer figures at least, possesses a large educational opportunity.

The financial investment represented in the summer camp reaches a rather formidable figure, constituting the camp, from this point of view, a potentially important agency. Parents probably spend $100,000,000[2] every year in fees for their children attending camp. This sum of money would meet the expenses for a year at college of 100,000 students, a number equal to the combined enrollment of 10 great American universities, or of 100 small colleges.[3] The capital invested in the organized camp greatly exceeds, of course, the annual expenditures of parents for camp fees. When this amount of money is devoted to educational purposes, commensurate results should legitimately be expected.

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[1] For statistics on camp attendance, fees, etc., see Sargeant, Porter, *A Handbook of Summer Camps,* 1928 edition; Lehman, Eugene H., *Camps and Camping,* 1924; "Camping Aftermath," *Boys' Workers Round Table,* Vol. VI, No. 1, New York: Boys' Club Federation, 1928.

[2] This figure is not entirely accurate but is calculated on the best statistics available at the present time.

[3] This allows for an estimate of $1,000 as a fair expense for a student's academic year. This estimate is based on official figures reported in *Children: The Magazine for Parents,* September 1928, p. 54.

"But the summer camp period is so short, how can we expect it to yield large results?" is a frequent remark. To this query an answer may be made which is veritably startling when heard for the first time. The private camp with its eight to nine week period actually has more of the time of the boy or girl, excluding ten hours for sleep, than the public school has in a year.[1] Whether the direction of the entire time of the entire boy for two months permits as much desirable learning and development as the direction of a part of the boy for part of the time during ten months is an unanswered, if not an unanswerable, question. Some facts to be presented later suggest the peculiar educational advantage in having two months' continual and complete direction of the boy's activities and life. Certain it is, at any rate, that in terms of "learning" hours the summer camp which has its boys for two months possesses an educational opportunity equal to that of the public school.

Such facts as the foregoing are descriptive of the physical assets of the summer camp. They serve merely as an index of its opportunity. There is another set of assets inherent in the nature of the camp experience and environment which endow the summer camp with an even more important potential educational opportunity. These facts will now be rapidly surveyed.

Assets Inherent in the Nature of Camp Life

The Re-creative Function of Camping.—The paramount educational asset of the summer camp, judged by the frequency of its mention in camping literature, lies in the naturalness and simplicity of life in the woods in contrast with the complexity and artificiality of civilized city life. A cluster of values seem to be rooted in this unparalleled opportunity provided by the camp for wholesome play and recreational activity.

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[1] This statement has been taken without verification from Garrett, Laura B., in *Building Character,* p. 282.

A pioneer among camp directors asserts that "we must get away from the noise and whirl of city life and its social complications and abnormalities, get away to the hills in order to readjust ourselves and get a correct slant on life." [1] Other writers stress the function of the camp in training for the use of leisure, which constitutes a major unsolved problem of contemporary civilization. If the summer camp can demonstrate its effectiveness in developing resources for play and recreation within the person it will doubtless be fulfilling an eminently worthful purpose. It is almost alarmingly evident that the growing generation is increasingly dependent for its recreation upon machine-made amusements. "Spectatoritis" is not limited by any means to the realm of sport and athletics. It permeates the majority of our leisure time activities. Many critics of modern life bewail this dependence upon commercial and "canned" sources of amusement as a sure symptom of intellectual, æsthetic and spiritual illiteracy. One of the largest opportunities which confronts the summer camp is probably in stimulating interest and appreciation in activities which evoke zestful, intellectual and emotional participation. Dr. Fretwell, in his "Ten Tests For A Camp," is doubtless thinking of this function when he asks: "Does the camper develop a larger repertory of sports in which he can participate with increasing skill and satisfaction? Are some of these sports those which he can carry on in later life?" [2]

Closely allied with this task of developing inner resources of play and recreation is the rôle of the camp in kindling the imagination, releasing fresh impulses, expanding and refining the emotions, and stimulating æsthetic appreciations and attitudes. Experiences which are charged with the adventurous and the novel—in forest, on water, and under star-lit sky—are rich in potency for stimulating wholesomely the emotions, impulses and imaginations of boys and girls.

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[1] Gibson, H. W., *Association Boys' Work Journal,* March 1, 1928, p. 4.
[2] *The Essence of Camping.*

The summer camp undoubtedly possesses large opportunity for re-creation in its genuine psychological sense. Perhaps no one has interpreted the rôle of play and art in human life more lucidly than John Dewey:

> "Play and art as forms of action are of immense social and moral importance. They are significantly called 're-creation' because they are indispensable in restoring a balance between the demands of the social environment and the necessity for expression of the inner impulsive activities of the person. 'Play and art' are required to take care of the margin that exists between a total stock of impulses that demands outlet and the amount expended in regular action. . . . They are required to introduce variety, flexibility, and sensitiveness into disposition. . . . The service of art and play is to engage and release impulses in ways quite different from those in which they are occupied and employed in ordinary activities."[1]

Before leaving this particular topic a qualifying statement should be made concerning the advantages of this "naturalness" of camp life which is so constantly stressed by camp directors and other writers. Camp life may be more "natural" than the city civilization if we are thinking of the biological and inherited psychological factors in the person. If the individual as a social being is viewed realistically, however, the "civilized" life of the town or city is his natural habitat. Life in the woods is "unnatural." Wholesome values, satisfying activities and effective adjustments should characterize the normal community life of the individual. We may discover that the greater the hiatus between camp life and civilized life, the less the likelihood of transfer of the attitudes and habits stimulated in the camping environment.

Camp as a Process for Socializing Behavior.—Another educational asset of the summer camp which makes claim to uniqueness is the unusual opportunity for the socializing of behavior. The most conspicuous contribution of the camp to personality and character growth, in the judgment of many camp leaders and educators, is in the development of desirable social attitudes and more effective social adjustments. Seven factors which are indigenous to the camp experience are basic in this socializing process, quite apart from any specific methods employed for securing better behavior adjustments.

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[1] Dewey, John, *Human Nature and Conduct,* pp. 161-2. Cf. also Johnson, George E., *The Essence of Camping.*

(1) The very nature and demands of camp life with its intimacy of contact and its sharing of common tasks in the camp or on a canoe cruise quickly and concretely reveal to the boy the necessity and value of cooperative behavior.

(2) The influence of the boy's own age-group in providing pressures which make for a more adequate adjustment is of paramount importance. The discipline of the boy's own group in bringing him to terms, in smoothing off the rough points in his adjustment, in many cases is notoriously more effective than all the preachments and commandments of the adult.[1]

(3) The emancipation from parent and adult domination and devotion is often essential for the attainment of the emotional, intellectual and social maturing and independence of the boy. The emotional "weaning" of many a boy from his mother has begun during his first year at a summer camp. Mothers—and fathers too—who must rush to camp before the first week is over because they are sure that their boy must be "very lonesome," assuming that the child is lonesome because they are, are indicative of the difficulties which many children face in becoming emotionally and socially emancipated and independent. Until a more intelligent and self-disciplined parenthood is prevalent in the community, the summer camp may find this emancipation of children from undue parental affection and domination one of its most significant opportunities.

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[1] See Chapter XIII.

(4) The influence of the larger group represented by such terms as public opinion, camp spirit, or group will, is an important factor in the boy's adaptive behavior.[1] It constitutes a powerful pressure on the individual toward the adjustment of his wishes and actions to the wider interests and behavior patterns of the group. The desire for the approval of the group is a compelling motive in the adjustment to this larger will which defines the acceptable ways of acting. Where the patterns of the larger group are deeply rooted in tradition and embodied in the practice of the camp, they may become well nigh irresistible.

(5) A camp which is organized on a thoroughly democratic or cooperative basis possesses an additional opportunity for developing the attitudes and abilities needed in effective citizenship.[2] Nowhere is it easier to approximate an ideal cooperative community than in the camping situation.[3] Here there may be complete sharing of responsibility according to ability. Frequent interaction of different groups with their varied and often conflicting interests and full sharing in the direction of the camp life and its program are important means of socializing behavior.

(6) To these foregoing factors should be added the potent influence of attractive and wholesome counselors who evoke attitudes of admiration. Parents repeatedly report that after a summer in camp the boy's criterion of perfection in manhood and his highest authority for conduct is his camp counselor.

(7) Nothing vests the camp with greater potentialities for the development of desirable social attitudes and habits than the fact that it possesses the entire life of the entire boy. The persons with whom the boy has vital contact and

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[1] The factors which enter into the creation and operation of the "camp spirit" are analyzed in Chapter XIII.

[2] For a penetrating analysis of the factors which constitute a democratic society, see Dewey, John, *Democracy and Education,* pp. 102 ff.

[3] See Chapter VI.

relationships, the activities which engage his interest and effort, the conditions which control his conduct, are all integral and normal phases of the camp community. There is no gap between "school" and "life" to be bridged, no forces that are radically opposed to the educational objectives to be circumvented. The whole boy, body and interest, lives a complete life under conditions which may be largely regulated by the leadership of the camp.

This chapter so far has attempted to survey rather swiftly the potential assets of the summer camp as an educational agency. There has been no underlying assumption that because of these factors the camp is *ipso facto* accomplishing or approximating its possibilities. The extent to which a camp does accomplish substantial results in the development of socially effective ideals, attitudes and habits is determined by the way in which these basic factors are utilized and directed. There is no inevitability of large character outcomes in the camping enterprise. The following chapters in this volume are descriptive of the way in which one summer camp has endeavored to wrest desirable character results from the opportunities presented by these basal and inherent elements in the camp environment and experience. The next few pages will sketch roughly the main facts and features of Camp Ahmek as a setting for the more complete description of its educational procedures in action.

CAMP AHMEK

Camp Ahmek was founded in 1921 by Taylor Statten, then executive secretary of the National Boys' Work Board of Canada. Twenty years of nation-wide leadership in education and camping placed him in an unusually favorable position to undertake the establishment of a private camp for boys. The Camp is located on Canoe Lake in Algonquin Park, Ontario, about two hundred miles north of Toronto, and a little greater distance west of Montreal. From very modest beginnings it has grown with amazing

Seton Cabin and Dining Lodge

speed, tempered by steadiness, until today, with its summer population of three hundred persons, two hundred of whom are campers, and its excellent physical appointments, it ranks among the leading boys' camps in America. Campers are drawn from all over Canada and the United States. Some come from England, France and other parts of Europe. Several have attended Ahmek from South America and one from Osaka, Japan. The counselors and staff are enlisted from the foremost universities and professional schools throughout America. One or two are engaged each season from English universities. Two girls' camps and a September camp for adults are noteworthy extensions of the original enterprise.

In the remaining chapters of this book, the purpose and educational philosophy of Ahmek will be made explicit. Two things, however, may fittingly be said in this preliminary statement about the Camp.

Camp Ahmek is essentially a woodcraft camp. It is characterized by an absence of the customary "recreational" stimuli. A deliberate effort has been made to avoid duplicating in camp the kind of activities and equipment which loom largest back home. The baseball diamond, for instance, is lacking entirely from the camp environment. No provision, whatsoever, is made for such games as tennis, basketball, or golf. Movies and other secondhand amusements are not included in the camp program. Camp Ahmek aims to provide nothing which will rob campers of opportunities to create for themselves. Ernest Thompson Seton, both through his writings and his presence in the camp, has been a source of stimulation and guidance in the development of woodcraft features consonant with this policy. Camp Ahmek, therefore, is to be thought of as a "campy" camp.

The other major characterization is that at Ahmek personality or character aims are central. Taylor Statten gave up his position as National Boys' Work Secretary, which related him to over fifty thousand boys, because he believed that he could accomplish greater results by concentrating on the whole boy for two months in camp than by appealing to a part of the boy for a part of his spare time. He established Camp Ahmek as a center for the development of character, and for experimentation in character education.

If a third underlying factor were singled out, it would be the educational philosophy and method adopted for the realization of these two central aims. These, however, constitute the subject matter of our chronicle.

The camp is organized in six units or sections on the following age basis: Incubators, 6–9; Tadpoles, 8–11; Bantams, 10–12; Juniors, 11–13; Intermediates, 12–15; Seniors, 14 and over. The number of boys in a section ranges from twenty to thirty-five. Each section is a camp in itself with a sectional director. Almost complete geographical separation has been secured through the building of bridges over two streams which flow into Canoe Lake on both sides of the central buildings of the camp, so that the outlying shores may be utilized for sections of the camp.

The tent or cabin group is usually composed of six boys and a counselor. The "Inkies," or younger boys, have two counselors for each group. Counselors also have responsibility for some phase of camp instruction or activity. Ahmek's present leadership policy provides for a minimum of instructors or "staff" men who do not assume responsibility for a tent group. The business manager and the camp doctor are two men who are not called on for group leadership. When an instructor does not provide leadership for a group of boys it is because of some particular circumstance which warrants an exception to the policy that men are *first of all counselors and secondarily instructors.*[1]

The supervisory agency, or camp cabinet, is composed of the camp director, an assistant to the camp director, the sectional directors, the business manager, the director of health, and the directors of program and personnel. The latter two men may also be sectional directors possessing wider or more specialized functions.

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[1] The conspicuous importance of the counselor is clearly revealed in Chapter XI.

A conception of the physical features and equipment of Ahmek may be gained from the photographic illustrations appearing throughout the pages of the book.

The Camp Totem and Seton Cabin

CHAPTER II

OBJECTIVES OF THE SUMMER CAMP

> "The controlling purposes of education have not been sufficiently particularized. We have aimed at a vague culture, an ill defined discipline, a nebulous, harmonious development of the individual, indefinite moral character-building, an unparticularized social efficiency, or often enough nothing more than escape from a life of work. Often there are no controlling purposes; the momentum of the educational machine keeps it running. So long as objectives are but vague guesses, or not even that, there can be no demand for anything but vague guesses as to means and procedure. But the era of contentment with large undefined purposes is rapidly passing. An age of science is demanding exactness and particularity."—Bobbitt.

A decade or two ago comparatively little was said about the aims and objectives of camping. It was simply taken for granted that the activities and associations of the camp exerted a remarkably wholesome and highly desirable influence on the camper. Today the aims and values are extensively proclaimed. All too frequently, however, these claims are general in nature and often uncritical and untested in their assumptions. Two things may be stated fittingly and frankly at this juncture. The first is that if character and similar educational outcomes are genuinely sought, there must be greater clarity, precision, and particularity of objectives in the thinking of both directors and counselors. The specific attitudes, appreciations, skills and habits to be developed should be clearly understood. The effectiveness of leadership and program cannot be much greater than the clarity and specificity of the guiding aims.[1] If objectives are vague or are the result merely of guesses and personal opinion, all of the leadership and program resources in the world will not result in a fruitful educational enterprise.

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[1] Cf. Bobbitt, F., *The Curriculum,* pp. 41-42.

Secondly, it can no longer be confidently assumed that the camp experience inevitably produces desirable results in the development of boys and girls. The summer camp may provide a situation which is immensely potent in desirable outcomes but that is no proof that the learnings which actually do result approximate these possibilities. As conspicuous an exponent of camping as Frank Cheley in a recent discussion of this issue candidly confesses that he has "known many boys who have been seriously and perhaps permanently endangered from the character standpoint by camping experience."[1] It is notoriously true that many boys are learning something quite different from what we hope, imagine, or believe they are learning.[2] Numerous conditions must be met if desirable social attitudes and habits are to be secured.

If the summer camp is to be a significant factor in progressive education, it is essential that its purposes be carefully re-examined and its objectives formulated more definitely and specifically. This quest for clarity and definiteness of aims should characterize the general camp movement, the directors of a particular camp, and the individual camp counselor or leader.

Where are the camp objectives to come from and how are they to be discovered and formulated? When we ask this question we are immediately confronted with the fact that there are several groups of people who have different and perhaps conflicting interests and purposes in the camp enterprise. The campers come with their interests and purposes. These can be ignored only at the cost of growing personalities. The parents have their reasons or purposes in sending their children to camp. These can be ignored only at the cost of camp patronage. Counselors come to camp for reasons which are distinctively theirs. These can be ignored only at the cost of leadership effectiveness and *esprit de corps*. The camp director or directors possess their views of the purpose and function of the camp. These can be ignored only at the cost of a superficial and futile program

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[1] Cheley, Frank, "Camping for Character," *Association Boys' Work Journal,* March, 1928, pp. 1 and 8.

[2] For analyses of possible learnings, positive and negative, in a particular situation or activity, the following references are valuable: Gregg, A. J., *Group Leaders and Boy Character,* ch. 3; Frederiksen, O. J., "Character Values of Basketball," *Journal of Physical Education,* Feb. and March, 1928.

CAMPERS' PURPOSES AND OBJECTIVES

The techniques employed at Ahmek to discover the purposes and interests of the campers are described in the next chapter dealing with the emergence of the camp program. In addition to the materials discussed there, one or two techniques and their resultant data should be presented here.

One way to get at the purposes or objectives of boys in the camp is to have them check a list of items such as the one below. The boy is instructed to rank the items in the order which most truly represents his purposes or aims.

1. To have a good time.
2. To be with friends.
3. To achieve skills in such activities as swimming, canoeing, riding, woodcraft, and sailing.
4. To become better acquainted with the Chief or some other leader.
5. To make friends.
6. To become a counselor some day.
7. To get into shape for school athletics.
8. To get out of the city.
9. To be free to do what I please.
10. To learn how to get along better with other people.

The obvious limitation in such a method for getting at the campers' objectives is that the boy is likely to check those things which he thinks he "ought" to say, such as items four and six. If the purpose of the check list is explained to him as an attempt to find out more fully what the campers really do want to get out of camp as a basis for planning the program, a more reliable response may be secured. Anonymity is usually an aid to frankness and honesty.

Senior Campers Discussing Program

A source of material which indirectly revealed campers' purposes and aims was one section of the "Summer Camp Test" which was used at the beginning and the end of the camp period.[1] This part of the test requested the boy to "tell as clearly as you can what you think are the biggest things a boy gets out of camp." The answers are not necessarily the boy's consciously chosen aims or purposes but they are indicative of what he considers to be the most important things to be achieved in the camp experience. The table below shows the results on the first test given a few days after the opening of the camp. The ages of the boys who took these tests ranged from twelve to seventeen.

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[1] A fuller description of the test is given in Chapter XII.

TABLE I

PURPOSES AND OBJECTIVES OF 73 BOYS AS INDICATED IN THEIR STATEMENT OF THE BIGGEST THINGS A BOY GETS OUT OF CAMP

Camp values suggested	*No. of boys mentioning*
1. Skill in such activities as swimming, canoeing, campcraft, etc.	39
2. Learning how to get along with others, "mixing," working together, cooperating, etc.	35
3. Better health, physical fitness, strength, posture, etc.	33
4. Attitudes of helping the other fellow, unselfishness, etc.	32
5. Mental abilities as: self-confidence, reliance, initiative, thinking for self, etc.	20
6. Attitudes of courage and nerve, losing timidity, etc.	17
7. Appreciations of nature, out-of-doors and music	17
8. Meeting and making friends, fellowship, friendship	16
9. General values as better character, citizenship, morals, etc.	15
10. Sportsmanship: to be a good sport, to play fair, to be honest	14
11. To learn to obey	6
12. To have a good time, a holiday, fresh air, change	6
13. Theological terms as "know God," love God, etc.	5
14. Respect for elders	4
15. Leadership ability	4
16. Cleanliness, neatness, tidiness	4
17. Things mentioned once or twice included: bigger outlook on life; ambition; to be open-minded; frank; self-control; sense of achievement; sense of responsibility; poise; cheerfulness; food; sleep; learning new things.	

PARENTS' INTERESTS AND OBJECTIVES

Methods for getting at the desires and objectives of parents for their boys are as yet far from adequate in this camp. Three major sources for securing information of this nature are drawn upon:

1. A fairly substantial body of material comes from the regular application form which is sent in by the parents. Parents are requested to indicate the activities in which

they desire their boys to participate or become proficient. They are also invited to suggest what they would like the camp to help their boy accomplish in other respects during the summer.

2. Personal interviews with parents by camp directors and other camp leaders are more effective in tapping the parents' desires from the standpoint of the social or character development of the boy. The director of the camp, who devotes most of his time throughout the year to camp responsibilities, is enabled to have personal contact with the majority of the parents of his campers. Parents visiting camp also make possible the eliciting of the more intimate and therefore more valuable data on the boy's behavior adjustment needs. Information gained from these interviews is later entered on the personal record of the camper.

3. Letters from parents to camp directors and counselors telling of their hopes and aspirations for their boys pour into the camp.

The objectives of parents in sending boys to camp are not strikingly different from the purposes of the boys, though they cover a wider range. The primary purpose of parents may be merely to find a convenient "parking" place for their children during the summer months while they travel or otherwise enjoy their freedom. At the other extreme may be a purpose which involves the keenest discrimination of the many ways in which the right kind of a camp may contribute to the boy's many-sided development. The data indicating parents' purposes and desires in sending their boys to Ahmek, collected over a period of years, have been analyzed and classified roughly into nine categories. No endeavor has been made to show the frequency of the different types of purposes. The greatest concern of parents, of course, is for the health and safety of their children. This is not included as a specific type of objective. It is more than an objective; it is a basic factor underlying all other purposes and interests.

Categories of Parents' Purposes

1. *The desire to be free from parental responsibility for the summer.* The camp provides a convenient and dependable place for the boy to stay during the summer, when the parent wishes to be free to travel or for some other purpose. This motive of parents is present in a substantial number of cases.

2. *The development or maintenance of habits of good etiquette, tidiness, and politeness.* There may not be a large number of parents who expect their boys actually to improve in their table manners at camp but many of them are greatly concerned lest their boys become careless during the summer in their eating habits. Such requests as the following are not infrequent: "Improve his table manners"; "I wish he could be taught to eat his food properly." The desire to have the boys improve in such habits as tidiness and politeness is expressed by many parents: "His failing is lack of neatness"; "More punctual, neater and cleaner in appearance, tidiness about his person"; "Above all, I should like him to learn punctuality."

3. *Obedience and discipline* in boys is sought by numerous parents. A few requests are typical: "He is disobedient and will not concentrate"; "Learn to obey when first told"; "Discipline"; "We should like him to come home with enthusiasm for self-discipline"; "His dreamy temperament needs no small spur in promptness to the call of duty and obedience."

4. *Physical development and improvement in health* is a prominent objective in the thinking of the majority of parents. Requests of this character could be presented endlessly: "I am more anxious that his weight increase than anything else"; "Because of poor health and run down condition, our doctor has recommended your camp"; "He is very nervous, excitable, restless, and energetic. Requires lots of rest and quietness"; "Correct defects of posture"; "Add some weight and muscle."

5. *Proficiency in the various camp skills* constitutes over fifty percent of the parents' suggestions which come through the avenue of the application form. Parents want their boys to swim well, to learn how to handle a canoe or a sail boat, to be able to ride or to box, to become proficient in nature lore and in the other campcraft and woodcraft skills. The following list of activities which one parent desired to have his boy participapte in is typical though somewhat more ambitious than most of the others: "Canoeing, sailing, swimming, fancy diving, boxing, riding, public speaking, photography, birds, leadership training and life saving." The reasons lying behind the stress of parents on activities are not altogether clear. They are, of course, the most evident and the most concrete elements in the camp situation. They also represent skills which in themselves are considered by many parents as desirable aspects of a boy's life equipment. They may also be viewed as the media for achieving other desirable ends such as robustness, better health or posture, increasing courage and nerve, resourcefulness, persistence, self-control, and the sense of mastery or achievement.

6. Not at all uncommon is the desire of parents that their boy will gain in *courage and daring.* In numerous cases this involves the elimination of some specific fear. Fear of the water is frequently mentioned, but the need of courage and nerve in other kinds of situations is recognized in many statements similar to the following: "Just lacks courage, especially in attempting new situations."

7. The *socializing effect* of the camp on boys is one of the most important values which the alert parent sees in the camp. Interviews with parents reveal their consciousness of the boy's need for social development and behavior adjustment more fully than the formal statements made on the application form. Fathers often are aware of the desirability of getting the boy away from the female when there is evidently too much "petticoat" government. Housekeepers, maids, and governesses in too great an abundance

are not the best means for developing the social abilities and attitudes of the boy. Children often need a rest from irritable and nagging parents as much as the mothers need a rest from their children. Emotional and intellectual emancipation from the home is also necessary for the development of independence, initiative, resourcefulness and individuality in the boy. The camp experience is becoming more widely recognized by parents as beneficial for children who have been "spoiled" through any of the above or other causes. Camp directors are often asked to help eliminate such emotional maladjustments as obstinacy, disobedience, sulkiness, and other forms of temper tantrums.

Expressions like those which follow are merely partially indicative of what the parent hopes the camp will accomplish in the social development of the boy: "Would rather read a book than play. Lacks sociability"; "Gain more self-confidence and overcome shyness"; "Learn to play and become less reserved, to mix freely with strangers"; "My son is an only child, retiring in nature and shy. Make him a good mixer and get him into sports."

Parents evidently are conscious of the need of their boys to be in an environment where social contacts, cooperative endeavor, and freedom from parental affection and influence may develop poise, social ability and attitudes, intellectual independence and resourcefulness in the boy.

8. *"Character development"* is a category which covers a somewhat different type of objective. The interests of parents here range from viewing the camp as a last possibility for the awakening and reforming of a boy who is fast slipping into an ill-promising manhood to the desire that the boy develop leadership abilities through assuming responsibility and receiving the definite leadership training which the camp provides.

The letters which came almost weekly from one mother in very moderate circumstances, whose son of nineteen had come thousands of miles to attend the camp, were almost pitiful in the anxiety and desperateness of hope which they expressed. This particular boy, as very few others dealt with over a period of many years, baffled and disappointed us so far as any discernible improvement could be noted.

Hosts of parents who are familiar with the camp, state the objectives for their boys in terms of acquiring the "Ahmek Spirit" which symbolizes friendliness, cooperativeness, and helpful concern for the interests and needs of others. "I am more interested in his developing that wonderful camp spirit," is a statement which represents the greatest desire of innumerable parents. An extract from the letter of a doctor's wife expresses a desire which is typical of the parent who hopes the camp will in some way furnish an "inoculation" against the unwholesome tendencies in the group and community life of the boy:

> "We hope he will profit by the religious spirit of the camp. His home has no regularity and not much supervision. Develop habits of industry and usefulness in him. Put him to helping and don't let him loaf around. He is a good-natured fellow, companionable, and rather easily led away. Develop in him high ideals and a spirit of resistance to evils which are so prevalent now-a-days."

The number of parents who recognize the possibilities of the camp experience in developing qualities of leadership in their boys is rapidly increasing. Here is a very discerning parent of a fourteen-year-old boy who says: "We would like him to be given some responsibility with you to develop leadership qualities." Parents frequently offer to pay the full fee for an older boy, strongly requesting that he be given definite leadership responsibility, if possible, instead of being a camper. They know quite well that even though the camp's resources are all directed toward the benefit of the camper, the leader is the one who actually does derive the greatest benefit from the camp.

9. *Comprehensive purposes.* The foregoing categories or types of parents' purposes are not mutually exclusive by any means. The more discriminating parents see many

ways in which the camp experience may contribute to the life of the growing boy. Their purposes would be more comprehensive than any one of these types and might include most or all of them.[1]

THE OBJECTIVES OF THE COUNSELOR

Because of the intimacy, intensity and constancy of the counselor's relationships with his group of boys, his importance in the camp educational process is unequalled by any other person. The counselor and his tent or cabin group constitute the basal unit in the camp enterprise. The effect of the total impact of the camp community and experience on the boy is to a pronounced extent mediated and conditioned by the counselor.[2] As the most significant person in the educational process, the kind and the clarity of the aims or objectives which actuate his leadership are of crucial importance.

One of the major tasks of the training and supervisory program is to help counselors apprehend and consciously adopt aims for their leadership which are worthful, clear and specific. If the counselor comes to camp with the idea that he is to have a "big holiday in the woods" it will not be an easy undertaking, if at all possible, to shift his actual purposes so that they primarily concern the development of socially desirable ideals, attitudes and habits in each of the boys under his leadership. Camp directors cannot be too careful in the appointment of counselors to make sure that they are fully aware of the fact that educational ideals and methods are central in the camp, and that leadership responsibility is anything but light and simple.

Assuming that the counselor does come to camp with a genuine realization that his one compelling responsibility is the development of boys and that this task requires many educational skills, how are his objectives to become formulated so that they are consonant with the general purpose of the camp, genuinely his own, clear and specific in relation to each boy, and at the same time take fully into account the needs, characteristics, interests and purposes of his boys?

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[1] An unusually penetrating analysis of what one parent would expect of the summer camp has been made by Dr. Fretwell in *The Essence of Camping*.

[2] See pp. 237-242 for data indicating the relationship of the quality of the counselor's leadership to the behavior changes in his boys.

First of all, it is possible for the counselors and directors to discuss together the central, general aims or objectives of the camp. By general we do not mean vague or abstract, but the specific aims which are generally sought for every boy, subject, of course, to modification. The effect of any such discussion of objectives should be to broaden the counselor's view of the purpose of the camp, sensitize him to the numerous possible consequences of various activities, focus his attention on the truly significant outcomes of his leadership, and stimulate him to discover means adequate to the consequences envisaged and desired.

Nearly every year, as the result of several days' discussion of their aims, Ahmek counselors formulate a statement which represents a synthesis of the purposes of their leadership of boys. The sample of these annual statements which follows is an index to the nature and the range of the aims which are considered to be most important and desirable.

Objectives of Counselors of Camp Ahmek

1. The development of appreciations of the higher values of life:
    - (a) The appreciation of beauty in music, nature, literature, art and character.
    - (b) Appreciation of the supreme worth of persons and loyalty to this ideal.
2. The development of the interests, abilities and skills in the thirty activities for which "bar" recognition is given.
3. The development through all camp activities and contacts of the following qualities of character:
    - (a) The ability to think.
    - (b) Unselfishness, or the sharing life.
    - (c) Cheerfulness.

    (d) Honesty and frankness.
    (e) Initiative, curiosity, resourcefulness.
    (f) Ability to cooperate.
    (g) Dependability.
    (h) Ambition.
    (i) Ability to make friends.
    (j) Personal qualities as—tidiness, neatness, posture, courtesy, etc.
4. The development of health habits.
5. Guidance in the investment of life:
    (a) In profession or occupation.
    (b) In home life.
    (c) In social life.
    (d) In political life.
6. The development of the ability of self-direction.
7. The development of attitudes of world citizenship. The development of a world outlook, better racial attitudes, and an understanding of social problems.
8. A *creative* attitude toward every phase of life.

More important than the formulation of objectives by the counselors as a group is the determination by the individual counselor of specific aims for each of his boys. Educational programs and leadership to be most resultful should be individualized; that is, based upon the needs, capacities, interests and purposes of individuals. The educational approach should approximate the technique of the doctor, whose prescription is made only after thorough diagnosis. In a somewhat similar manner, intelligent leadership in camping must discover its objectives and develop its program on the basis of a careful analysis and thorough understanding of the characteristics, needs, interests, desires and abilities of individual boys. Techniques for studying the boy for this purpose will be surveyed in the next chapter and again in Chapter VIII and IX, where an experimental approach to behavior problems is reviewed. Personal interviews, careful and recorded observation of behavior, and behavior rating scales are some of the methods for shaping objectives in terms of the actualities of the needs, capacities and other characteristics of the camper.

A third source or way of discovering objectives is through an analysis of the possible learning outcomes of the different activities which engage the attention and effort of the boys. Some activities present a much greater opportunity for developing social attitudes than others. Every major activity, whether a cabin group project, a camp project, or an instruction class, should be analyzed so that its multiplicity of consequences or possible outcomes may be clearly comprehended. Such an analysis makes possible the formulation of specific objectives for individual boys in relation to the possibilities of particular situations, enterprises and activities. Objectives formulated in this way are tools for releasing and directing the potential energies of the total learning situation, learner and activity, so that the maximum of desirable growth may result.

CAMP DIRECTORS' AIMS AND THE INTEGRATION OF ALL OBJECTIVES

Those who have primary responsibility for directing the camp enterprise, the camp director, directors of program and personnel, directors of sections, or others in supervisory positions, should also possess clarity and definiteness in their conception of the functions of the camp in its deepest significance. They must constantly be on their guard, however, lest these objectives are external to the interests, purposes, capacities and needs of the boys. Greater than the danger of imposing aims on boys is likely to be the weakness which lies in the absence of clarity and particularity of objectives.

It is the responsibility of the directors to achieve an integration of the purposes of all the persons and groups who are concerned with the camp outcomes. Directors' aims must envisage the camper, the parent, the counselor, and the wider social obligations of the camp as an educational agency. Several principles and methods were employed by the directors of Ahmek in the formulation of aims which took into account all of the factors and persons involved in the educational enterprise.

(1) The central purpose and policy of the camp was clearly defined. This involved facing the question whether the camp was intended to be primarily a business enterprise, a recreational enterprise, or a medium for equipping boys for more effective and useful living in modern society. Even though the content of program might not necessarily vary greatly whichever of these objectives are stressed, there would be striking differences in the selection and supervision of personnel, in camp organization, and in the educational assumptions and methods adopted. For Ahmek the last objective was considered central.

The Chief's Cabin

(2) Specific objectives for the camp were formulated. These aims were utilized as guides in securing leadership and other program resources and in directing these factors in consequential ways. The directors of Ahmek, in order

to provide and direct its resources, material and personal, selected four types of objectives to be stressed: (a) Health and safety; (b) the acquisition by every camper of a number of skills and interests which promise a large degree of permanency; (c) the development of appreciations of the higher values in life such as music, friendship, beauty in nature, and of the highest value of all—persons; (d) the development of the attitudes, habits and abilities which make for the most wholesome, effective and creative social adjustment and participation.

The dominant, pervading purpose of the Ahmek experiment was the development of ideals, appreciations, attitudes, abilities and habits which are essential for an effective participation in the social life. To use the term "character" or "personality" development would be meaningless unless the specific kind of character or personality desired is described. Military camps, Boy Scouts' camps, camps of Catholic and Protestant churches, camps conducted by industrial firms for their employees, Y M C A and Y W C A camps and private camps, all would probably claim character as their goal, yet obviously many different kinds of character would be sought. There is not space here to enter into a consideration of the psychology of character and its implications for the kind of attitudes, abilities and habits which seem to be required for effective and creative participation in the great social enterprise we call life.[1] Our analysis of the prerequisites to effective social participation reveals several fundamental abilities and attitudes:

(1) An appreciation of, and genuine concern for, human values. In this category fall those motives, purposes, desires and appreciations which center in persons and the welfare of persons as the supreme values in the social order.

(2) The ability to foresee consequences of action in

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[1] The statement of aims of Ahmek counselors, pp. 25-26, enumerates some of these attitudes and abilities more specifically. The forms of behavior included in the behavior frequency scale, p. 170, is another index to the specific outcomes sought.

terms of their effect upon all of the persons involved or affected. The ability to analyze situations and to imagine the results of various ways of acting, and to select worthful goals, is implicit in this ability.

(3) The ability to select adequate means for the attainment of worthful goals.

(4) The ability to cooperate with other persons in pursuing worthful, or socially significant ends. This involves tolerance, understanding, open-mindedness and cooperative ability.

(5) The ability to evaluate the results of action from the standpoint of the desired goal. This judging, critical, evaluating ability is essential for the improvement of conduct.

The emphasis in this approach to educational objectives is upon a *method* of meeting the variety of life situations rather than upon fixed norms or standards of conduct. It has become a widely accepted dictum of "character" education that the fact of a complex and rapidly changing society makes it precarious for the adult generation to determine what specific knowledge, standards and virtues the new generation will need. Moreover, education looks toward the improvement of society; present practices, customs, standards and institutions must be transcended if progress is to be achieved. The stress, therefore, in the camp or any other educational institution which accepts this point of view is upon such basic abilities and attitudes as those enumerated above. The conspicuous need of a person for fruitful living is a *method of adjustment* which may be utilized in facing the problems, issues, tasks and responsibilities which arise in every area of human activity and relationship.[1]

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[1] This inductive approach to ethical and social conduct is stressed in the following representative sources: Bower, W. C., *The Curriculum of Religious Education,* p. 101; Coe, G. A., *Law and Freedom in the School;* Dewey, John, *Human Nature and Conduct,* p. 103; Dimock, Hedley S., *Religious Education,* Vol. XXIII, pp. 129-131; Kilpatrick, W. H., *Education for a Changing Civilization: Foundations of Method;*

(3) The kind of resources in equipment and leadership which are implicit in the objectives deliberately sought were provided. This does not mean the pre-determination of program in any way that violates sound educational method. It is a means of conditioning the program by furnishing the kind of environment which is calculated to release and stimulate those capacities and attitudes which are considered most worth developing. If stimulating an appreciation of music is an aim of the camp, resources in personnel and equipment are essential stimuli for developing and directing musical interests and abilities. If the development of better attitudes toward members of other races is considered worthful, it may be thought wise to have representatives of various races living in the camp. If recreation is the chief object of the camp, college athletes may be the kind of leadership best fitted for this purpose. If the attainment of character outcomes through the application of accredited psychological and educational procedures is the major object, probably an entirely different kind of personnel will be required. These are merely suggestive of the way in which objectives condition the educational setting and potency of the total camp environment. The rest of this chronicle will indicate specifically how the aims of Ahmek conditioned the total camp enterprise.

(4) Objectives were employed not merely as instruments in providing and directing the educational resources and processes, but also served as a basis for evaluating the effectiveness of the camp program and experience. A serious attempt by camp directors to estimate the results of the camp program might lead to greater modesty in claims of accomplishment. The camp which stresses the development of health and physical fitness as its major accomplishment should have its results estimated by these criteria. Since Ahmek professes character development as its dominant

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Lake, Kirsopp, *The Religion of Yesterday and Tomorrow,* p. 158; Mead, G. H., *International Journal of Ethics,* Vol. XXII, pp. 229-247; Smith, G. B., *Principles of Christian Living;* Watson, G. B., *School and Society,* XXVI, pp. 1-4.

purpose it sought to appraise its results from the standpoint of its success in developing social attitudes and habits.

(5) Towering in importance for camp directors is an adequate method for integrating the aims, interests and purposes of all the individuals and groups concerned. It has already been suggested how the objectives of counselors and directors may become integrated. In the following chapters, the process at Ahmek of integrating these aims with those of parent and camper will be described. How the purposes and interests of the boys may be utilized as the mainsprings of program activities will be especially evident in the next chapter.

CHAPTER III

CAMP LIFE AS THE CURRICULUM

> "If the purposeful act be in reality the typical unit of the worthy life, then it follows that to base education on purposeful acts is exactly to identify the process of education with worthy living itself. The two become then the same. All the arguments for placing education on a life basis seem, to me at any rate, to concur in support of this thesis. On this basis education has become life. And if the purposeful act thus makes of education life itself, could we reasoning in advance expect to find a better preparation for later life than practice in living now?"
>
> —KILPATRICK.

As we have previously pointed out the summer camp is in a rather unique position to provide the essential conditions for the development of a curriculum of education for living. It is not surprising, therefore, to find in many modern camps as well as in many progressive schools a decided emphasis on "project" education, which "seeks to provide for growth in character through purposeful, complete, life-like and cooperative experience."[1] At Ahmek this emphasis has been carried to the point where the curriculum is identified with the total process of living in the camp rather than with the organized and directed activities which we usually think of as program. The whole life of the camp is the curriculum. Education is conceived as the series of activities, adjustments, relationships and attitudes which make up the campers' daily experience. The emergence of the camp program simply represents the way in which the camp community gets organized to live cooperatively in pursuit of its ends.

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[1] Shaver, E. L., *A Leader's Guide for Young Peoples' Projects,* p. 2.

EARLY DAYS IN CAMP

During the first few days in camp activities naturally center in the process of establishing comfortable and attractive quarters in which to spend the summer. Private tribal docks are built or repaired, fireplaces are constructed, rail fences are set in order, ferns and small evergreens are transplanted to tribal properties. Rustic benches, seats, trunk racks, clothes hangers, candle holders and reflectors are made. Names and designs are painted on paddles, and paddle racks are built. Driftwood is cleared away and barefoot trails recovered. Tribal totems are designed and displayed conspicuously. In this way program definitely gathers around the immediate activities involved in getting adjusted to the camp environment from the standpoint of physical comfort and need.

Much time is needed for informal investigating and exploration. To the new camper the camp presents a background of large physical dimensions and social complexity. Expeditions are made from one end of camp to the other. Points of special interest beyond the immediate camp environment are visited. The first week in camp is largely one of questions and answers, searchings and surprises. One by one the various buildings in the camp become recognized in relation to the general layout. The mystery surrounding their interiors yields to eager curiosity. Gradually each camper extends his range of personal contacts and acquaintances. Knowledge concerning the traditions, routine and resources of the camp is acquired. By the close of the first week most of the campers have adjusted themselves fairly successfully to the life of the camp.

In no time program ideas are prolific. Individual campers have secret ambitions roused even during the first day of camp while busy settling in their cabin homes. Tribal groups working with their counselors "hit upon great ideas" by which to make their particular cabin stand out above all the rest. One group has determined to be the first tribe in camp to erect a flagpole. Another has decided to make a rustic chesterfield to place in front of its fireplace. A third, unknown to the counselor, has organized a secret society, drawn up a constitution, and created a code.

Here and there throughout the camp groups thrown together in the course of carrying out or viewing some larger task strike upon a common interest. A dinghy is sighted "hiking" across the lake. Knots of campers stop and watch it come about for its last tack back into camp. Before it has reached the dock a hundred pairs of hands have grown restless for tiller and sheet. Several boys have encountered Bill Stoqua, the Ojibway Indian canoeist, mending a canoe. A strange fascination leads them to omit their customary afternoon swim and in the dining lodge that evening Bill is the guest of a group already eagerly planning their first canoe trip. One tent of seniors is to be found gathered around a rustic table in the dim light of a cluster of candles mounted on an upturned saucer. That afternoon they had inspected an Adirondack lean-to built the previous year. Now with the help of their architect-counselor they are planning a log cabin of their own, a cabin of considerable size and equipped with a stone fireplace. A dozen enthusiasts have pitched in to help the swimming and diving instructor install two new spring boards on the diving tower. Everywhere, naturally, spontaneously, almost imperceptibly, the life of the camp, the program, is being created.

On arrival in camp many campers know nothing of canoeing. Twenty to thirty per cent. of them are non-swimmers. It becomes of the utmost importance that provision be made at once for their learning these rudimentary camp skills. Extra precautions are taken the first day. Only 300 yards swimmers are permitted the use of canoes. Certain "interim" regulations are announced, later to be subjected to examination and modification, if need be, by the group. Each counselor is held responsible for testing his campers and reporting to the swimming instructor the distance each can swim. Non-swimmers are formed into a

Building the Pirate Ship

special class meeting twice daily. To each beginner is assigned a qualified "pal" whose task it is to see that his charge turns up each period and receives proper instruction and encouragement.

In the main the first week of camp is devoted almost exclusively, as far as formal program is concerned, to an opportunity for sampling the various activities represented in the life and resources of the camp. Boys visiting the shop in search of hammer or saw for use in "fixing up" their cabin just naturally decide to return again. The tools, paint and lumber, not to mention the friendly carpenter at work on a model aeroplane, all call for spending a morning there at one's first opportunity. The camp orchestra attracts a number of campers at its initial practices. Many haunt the stables and lend a hand in the work there. A large number of campers engage in helping with the rigging of the dinghies. Young pirates swarm their Pirate Ship quite unconcerned that a group of older men and campers are placing rollers under it, attempting to pry it loose from its entrenched position on the shore. A continuous procession of campers bearing strange fungus growths, bones, pieces of phosphorescent wood, turtles, toadstools, salamanders, moths, and beaver cuttings ascend the steps to the Nature Lodge. Once inside an hour is as good as accounted for. And so it goes. Interest groups just naturally gravitate to those activity centres that fascinate them most. Individual campers wonder how they are ever to crowd all they would like to do into two short months.

ORGANIZING FOR COOPERATIVE LIVING

The first group to be formally organized in camp is the tent or tribe. The method by which this basic living unit is formed is a matter of crucial importance. These "family" groupings condition and determine to a very large degree the kind of character outcomes resulting from a camp experience. Not all camp directors are aware of the significance of these groupings. In one camp that has come to our notice the campers are lined up on arrival and each boy is asked to pair off with his chum. Then they are marched to the dormitories and the director deliberately breaks each combination. Each chum is assigned a different cabin for the summer.

At Ahmek campers are encouraged to form their own groups and select their counselors.[1] Wherever natural groupings are found leaders in the camp are alert to throw around them the formalizing tent organization. Groupings at first are considered tentative. Counselors are cautioned to watch carefully during the first few days of camp to be sure that an emotional rapport has been established within their groups. Each boy must have a happy adjustment. Unlike a family situation the membership of a cabin in camp can be manipulated more freely. Where a camper does not get along well in one tent or "neighborhood" (section) arrangements for his removal to another section, or for his adoption into another "family" unit can be made with a minimum of conflict or embarrassment. With over two hundred boys coming from many different parts of the continent some artificial, fabricated groupings are inevitable. The ingenuity of counselors becomes taxed to the utmost during the first week or so of camp in seeking to weld these secondary, unintegrated groups into primary, purposeful and unified associations. Like program, tent organization must emerge and mature only after the camp has gathered momentum.

During the first evening in camp each group elects a Sagamore or Little Chief. Besides being the official boy leader[2] of the group, he is expected to represent his tribe on his sectional council, composed of the sagamores of each group in the section, of counselors and the sectional director. The sagamore becomes the medium through which program and other suggestions are carried forward from the tribal group for the further consideration of the sectional council.

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[1] Cf. the discussion of the Tent Group Boy Leader, Morale in the Tent Group and Tent Group Opinion in Chapter XIII.

[2] Cf. Chapter XIII on Social Controls in Camp.

About the second day of camp these sectional councils are formed, and a general election is held for Sachems who preside over the sectional councils. Candidates are nominated by the sagamores. Each candidate chooses his own campaign manager and speeches are made before the whole camp in the dining lodge. Voting is done by ballot during rest hour and results are announced for each section at the next meal. Tremendous enthusiasm is generated in this way. Posters, parades, parodies, speeches and yells characterize the elections which are held every two weeks in order that as large a number of boys as possible may have the experience of representing their group, and incidentally that boys may have the opportunity of correcting unwise choices. The sectional councils in some cases meet regularly each night before supper. In other sections the council is convened only as need for it arises. They are recognized as program making and governing bodies within the six sections of the camp. Experiments have been made in having interest departments as well as tent groups represented on these councils. Our experience has been that this only complicates the machinery of organization and does not add significantly to the effectiveness of administration or the reality of the curriculum.

The organization of the camp, from the standpoint of the campers, is completed with the formation of the camp council made up of the sachems from each of the sections, the sectional directors and the director of program.[1] This council meets regularly during breakfast each morning to discharge the business coming before it. With the various social units within the camp organized and interest groups emerging and consolidating, the life of the camp rapidly becomes a cooperative enterprise. Organization has been affected so that the interests of the whole camp community are adequately represented in the emerging camp curriculum.

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[1] This title does not convey the real significance nor interpret the essential function of this office. Stimulator and coordinator of camp activities would more nearly suggest the right meaning. The director of program is primarily an educator, not an administrator.

One cannot escape being impressed by the indigenous character of such a camp curriculum. It not only resembles life, it is life. The curriculum is real. It starts with a present active interest grounded in the actual life of the boy in camp. The whole mind of the camper is set on doing the thing which the situation calls for. Learning, if thought of at all, is considered only as a sort of by-product. Dr. Fretwell seems abundantly justified in referring to the modern camp as representing a painless process of education.

CONTROL OF THE CAMP CURRICULUM

The implications of this life-experience approach to the direction and control of the camp curriculum have not yet received wide recognition. A large percentage of American camp directors still hold to the view that the curriculum can and should be made out completely in advance. In camps where this view persists one finds a rigid, ready made, prescribed program imposed on the campers. Camp runs with the precision of a time piece. Rules, regulations, punishments and rewards abound. The campers have no share in determining the conduct of the camp. There is complete adult control. It is assumed that character will result from accommodation and conformity on the part of the camper to a formal program of adult construction.

Another type of camp director insists that a part of the camp curriculum must be determined in advance. His contention is that certain activities in camp, especially those termed "religious," are capable of producing larger character outcomes than others. In camps where this dualistic view of the curriculum is held religious devotions, Bible study and formal worship are given special emphasis and questionable activities and practices are carefully eliminated from the camp experience. The campers are exposed to a circumscribed, semi-ready, morally-weighted program. Rewards, especially as incentives, play a prominent rôle. A strong regulative pressure is exerted by the adult element in the camp. The campers sometimes are permitted to go through the motions of a democratic procedure, but their participation in planning the curriculum is restricted to matters of relative insignificance. Serious issues are handled by members of the camp staff.

Camp directors who are also educators and who are not unaware of the implications of psychology and sociology for character education find themselves compelled to operate their camps on the basis of a cooperative, life-centered curriculum. They have entirely lost faith in the notion that character is developed by setting up programs for campers to go through. The findings of psychology have demonstrated that character is not produced in any such convenient way. The performance of an activity, they discover, does not necessarily develop the desire or the ability to perform the activity. The requirements of certain "laws" of learning [1] must be satisfied: 1– the "law" of Exercise—learning a habit or developing an ability or attitude takes place by practicing that specific form of activity: 2– the "law" of Effect—a camper practices or repeats those responses which are satisfying to him: 3– the "law" of Readiness—it is satisfying for a camper to respond to a desire or purpose that is urging him on to activity.

A growing number of camp directors, therefore, hold the conviction that the curriculum cannot and should not be created in advance.[2] To camp directors of this persuasion the camp is the curriculum. The recognition that learning and living are identical, that growth is in proportion to purposeful participation, and that experience is valuable in the degree to which it is social or shared constitute the earmarks of camp educators falling within this third classification. In camps of this type no program of an organized sort exists until it emerges from the needs and desires of the camp community. Subject matter or information is considered a part of the resources of the camp to be introduced to help meet a crisis, solve a problem, carry out a purposeful undertaking, or satisfy an interest in the present camp experience. Artificial incentives and controls consequently play an inconspicuous part. Campers and adults together share in the control and conduct of the camp society.

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[1] These "laws" of learning experimentally formulated by Thorndike, although they have not provided by any means a complete explanation of the learning process, have had a very stimulating effect. It probably remains for the Gestalt school of psychologists with their emphasis on the *total learning situation* to provide a basis for the construction of a theory of the educative process which more adequately recognizes the social elements and forces that condition learning.

[2] Cf. Kilpatrick, W. H., *Education for a Changing Civilization,* pp. 125 ff., and for a modified point of view, Rugg and Shumaker, *The Child-Centered School,* Ch. VIII.

UNITS OF EXPERIENCE IN THE CAMP CURRICULUM

To present an adequate picture of the camp curriculum it would be necessary to make a careful activity-experience analysis of the daily life of a random sampling of campers. It would involve a complete inventory of a camper's life in camp with all its situations, activities, attitudes and adjustments. Until we can undertake an exhaustive analysis of this sort we must content ourselves with some tentative classification of types of experience as a basis for setting forth the many units of experience that combine to make up the complex life of the camp.

Here we propose to adopt Kilpatrick's method of classifying types of experience [1] and to add an additional category of our own. In adding a fifth major category to Kilpatrick's four general classifications we are attempting to recognize the basic significance of social interactions and adjustments in the camp curriculum.

We are aware of the limitations of this method of classification. To say that a camper who is engaged in building a log cabin is having "an experience in which the dominating purpose is to do, to make, to effect; to embody an idea or aspiration in material form" is to overlook the fact that in that same life situation the boy at the same time actually may be making social adjustments, solving problems, acquiring new knowledge and skills and enjoying a new experience. It is impossible, except for purposes of theoretical discussion, to break up an experience into categories that are mutually exclusive. Life situations are unitary experiences of a complex nature and the task of classifying is by no means an easy one. It may prove helpful, however, in presenting the many different units of experience constituting the camp curriculum at Ahmek, to adopt Kilpatrick's classification with such reservations as we have mentioned.

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[1] Cf. also Collings, Ellsworth, *An Experiment With a Project Curriculum,* and Bower, W. C., *Curriculum Construction.*

A

Experience in Which the Dominating Purpose Is to Do, to Make, or to Effect; to Embody an Idea or Aspiration in Material Form.

I. *Tent or Cabin Group Units:*

1. Getting comfortably established in camp:
   Making a table for the cabin, making rustic stools or chairs, decorating interior of the cabin, making a paddle rack, building a fire place, building a dock, clearing underbrush, making a path.
2. Putting tent or cabin in good condition each day:
   Making one's bed, keeping trunk neat, cleaning the tent, picking up papers, emptying rubbish, rolling up sides of the tent, airing blankets.
3. Improving tribal "home" and property:
   Gardening, erecting a flagpole, building a rustic fence, making a tribal totem, painting a sign for the cabin.
4. Engaging in special group enterprises:
   Building a shelter, making a raft, reclaiming and rigging a discarded cat boat.
5. Participating in the larger life of the camp:
   Constructing a circus booth, making a stage setting for a play, preparing chronicle for the closing ceremonies of the camp.

II. *Sectional Units:*

1. Putting the section in order:
   Clearing driftwood from bay, repairing bridge, general clean-up.
2. Improving appearance and facilities of the section:
   Making furniture for the sectional cabin, building a central dock for the section, building a recreation lodge for the section, constructing a footpath through the section.
3. Engaging in special sectional enterprises:
   Making a sectional sign, blazing a trail through the woods, preparing programs for sectional banquet, making a sign for visitors.
4. Participating in the larger life of the camp:
   Making special seat for sectional sachem in the Council Ring.

III. *Camp Units:*

1. Putting the camp in order:
   Repairing the Council Ring, painting the camp totem, carrying logs from the shore to be used later for firewood, making a boom for driftwood along the main shore of camp, launching a war canoe, caulking deck and hull of the sloop.
2. Improving appearance and facilities of the camp:
   Building the Pirate Ship, building the Ahmek Hunt Club riding ring enclosure, chapel improvements, building main camp dock and beginner's swimming pool.
3. Special camp enterprises:
   Decorating dining lodge for closing campers' banquet, camp pageant, circus.

IV. *Interest or Club Group Units:*

1. Putting the camp in order:
   Setting the Nature Lodge in order, working on a motor boat, unpacking photography equipment for the dark room, repairing pet stock houses.
2. Improving property and facilities of the camp:
   Building bridge over marshy ground between the camp

and chapel, constructing water-polo goals, making suitable altar or pulpit for the chapel, hanging pictures in the dining lodge, building a camp notice board.

3. Special group enterprises:
   Making a surf board, laying out course, buoys and flags for a regatta, building a nature trail, erecting an Indian village, preparing a campcraft demonstration, building a cave, a lean-to or a log cabin, making an Indian sweat lodge, making a teepee.

V. *Individual Units:*

1. Getting comfortably established in camp:
   Making a trunk rack, making a lantern or candle holder, setting up radio in one's cabin, making a four poster willow bed, painting name on paddle, making articles of camp furniture.
2. Meeting emergencies:
   Washing and mending one's clothes, repairing a canoe, mending pack sack.
3. Sampling camp activities:
   Making knot-tying display board, making bows and arrows, peeling poles for a teepee, making pair of moccasins, making map of the camp and immediate environs, clay modeling, making sheath for hunting knife, making bed of balsam boughs on a canoe trip, making a water drum.
4. Participating in the larger life of the camp:
   Erecting a diving board, contributing to the camp paper, building book shelves, cataloguing specimens in the Nature Lodge, making tilting poles and other materials for use in camp games, writing minutes of council meetings.

B

ACTIVITY WHICH INVOLVES PURPOSEFUL ENJOYING OR APPROPRIATION OF AN EXPERIENCE.

I. *Tent or Cabin Unit:*

Early morning tramp through the woods, fishing for trout at the foot of a falls, stories by the campfire, whispered conversation after "taps," an overnight hike, sailing by moonlight, sleeping out, caching supplies on a portage, cooking meals on a canoe trip, arriving at a ranger's cabin, counting the number of deer seen on a canoe trip, a birthday party in camp.

II. *Sectional Units:*

Boxing tournament, sectional banquet, singing in canoes on the lake at night, a war canoe cruise before dark, medical inspection at noon, soap bath parade; pirate ship cruise—dressing up like pirates, tying someone to the mast, making counselor walk the plank, pirate stories in the hold, marshmallow roast, athletic meet.

III. *Camp Units:*

Attending camp chapel service, community life at meal hour, the Council Ring, dramatics in the camp theatre, camp regatta, mock trial, arrival of delegations of visitors, talks by the Chief, log burling by lumbermen, arrival of second month campers, the sighting and arrival of returning canoe trips, camp singing, music and meditation period at breakfast hour, talks from visitors to the camp, the Chief's birthday, opening and closing ceremonies of the camp, the Gichi-ahmek Order.

IV. *Interest Group or Club Units:*

Twilight music recitals, reading recitals by emberglow, working with a full-blooded Indian, photographing wild life, taking a flashlight picture of a beaver at work, overnight trip with the horses, hiking in a dinghy, formal opening of a newly built log cabin built by campers, finding the skeleton of a deer, beaver, fox, or wolf, caring for pet stock.

V. *Individual Units:*

Lying in the bottom of a canoe and gazing at the stars, watching the Northern lights, hearing the cry of wolves in the swamp, suddenly coming upon a doe and fawn grazing near a trail, arrival of the mail, writing home, one's first portage, listening to loons, seeing a moose swimming across a lake, being lost on the lake in a fog, chats with the Chief, taking one's vigil, seeing a forest fire, morning dip, wearing cowboy hat and chaps, being on the lake in a heavy squall, watching a sailing race, finding an antler, voting.

C

Experiences in Which the Dominating Purpose Is to Solve a Problem, to Unravel and to Compose Some Intellectual Tanglement or Difficulty.[1]

I. *Tent or Cabin Unit:*

1. Effecting a cooperative group life:
   Selecting a council representative, determining allocation of beds and space in cabin or tent, determining schedule of daily tent responsibilities.
2. Determining the program of the group:
   Resolving conflicts due to individual differences in activity interests, deciding on part group should play in a camp enterprise, changing plans owing to change in weather, discussions at night—evaluating day's experience, planning the next day's activities.
3. Dealing with special problems confronting the group:
   Critical discussion of camp regulations, choosing between bar work in camp and going on a canoe trip.

II. *Sectional Unit:*

1. Effecting a cooperative organization:
   Nominating for the office of sectional sachem, arranging details of an election, organizing the section into canoe trip units.
2. Determining the program of the section:
   Deciding on sectional enterprises, planning a regatta, resolving conflicts between sections in use of equipment.
3. Dealing with special problems confronting the section:
   Taking complete charge of planning and conducting a Council Ring program for the entire camp, organ-

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[1] Cf. Chapter VI, pp. 108-112, Typical Matters of Business Handled by Sectional and Camp Councils.

izing a search for a lost pony, meeting in conclave to discuss dangers involved in taking risks on canoe trips.

III. *Camp Unit:*

Reading newspaper report of a drowning disaster at another camp—precipitated a serious discussion and reformulation of safety regulations for the camp.
Discussion of precautions necessary in cold and wet weather in camp.
Problem of the care of canoes considered.
Conservation of the forests taken up by the whole camp after seeing moving picture dealing with the problems faced by the Forestry Branch of the Government and listening to a Fire Ranger state his case.
Combating an infectious disease in camp.

IV. *Interest Group or Club Unit:*

Facing the problem of getting roofing for a log cabin.
Getting time to carry out a major undertaking.
Determining canoe trip plans in the face of reports that flies are very bad.
Problem of devising a contraption for use in having a bear or deer photograph itself.
Arousing sufficient interest among other campers to warrant forming an instruction group in geology.
Planning best way to care for a snake caught in camp.
Problem of "deeding over" a log cabin constructed by campers to a section of the camp.
Problem of supplies running low on a canoe trip.

V. *Individual Unit:*

Modification of program owing to presence of parents in camp.
Deciding whether to specialize on building a log cabin or do a little bit of everything.
Handling one's tuck account.
Arm broken while in camp—involved modification of program.
Having to prepare and give a speech before the camp.
Accurately predicting the weather.

Circumventing formal regulations restricting certain kinds of activity in camp.

Being lost in the woods.

Deciding how much collection to present at chapel.

D

EXPERIENCES IN WHICH THE PURPOSE IS TO ACQUIRE SOME ITEM OR DEGREE OF KNOWLEDGE OR SKILL, OR MORE GENERALLY, EXPERIENCES IN WHICH A PERSON PURPOSES HIS OWN EDUCATION AT A SPECIFIC POINT.[1]

I. *Tent or Cabin Units:*

1. Acquiring rudimentary knowledge and skills essential to living in camp:

   Learning how to take proper care of a tent in all kinds of weather, acquiring knowledge concerning the traditions, spirit, achievements, routine and resources of the camp.

2. Consulting experts in cases of need or uncertainty:

   Going to camp physician for expert knowledge and advice on matters of health, getting advice of the camp dietician as to the best menu for a night lunch, consulting the camp library for plans for a rustic lodge.

3. Utilizing other resources of the camp and environment:

   Experimenting with different kinds of wood in building a sweat lodge, selecting books for reading and discussion in the group, learning to use a forge in repairing a tent pole, learning to sharpen an axe.

II. *Sectional Units:*

Having a guide demonstrate to the whole section how to lash and portage a canoe.

Going direct to original source material for suggestions regarding the Sun Dance.

Rehearsing the Sun Dance for part in camp pageant.

Requesting a special musical recital with accounts interpreting the various selections and short biographical sketches of the composers.

Discussions on topics of current interest.

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[1] The organization of all formal instruction classes in response to the demand of interested campers falls under this classification.

III. *Camp Units:*

Learning old and new camp songs, learning new games in the Council Ring, learning first aid for use on canoe trips and hikes, learning the camp vesper, music appreciation, practising for swimming regatta.

IV. *Interest Group or Club Units:*

Expedition to a beaver pond to study the beaver in his natural habitat.
Formation of the Ahmek Yacht Club for special training in sailing.
Formation of a Life Guard Patrol for special training and service as life guards during camp.
Formation of the Ahmek Hunt Club for special training in horsemanship.
Studying canoe trip routes.
Preparing a play.
Astronomy group given responsibility for the camp telescope.
Developing and printing camp pictures.

V. *Individual Units:*

Taking care of a horse during camp.
Acting as volunteer assistant to the nature counselor.
Assisting with leadership of younger campers.
Collecting specimens of mushrooms to discover those which are edible and those which are poisonous.
Handling a canoe.
Portaging a canoe.
Making fire with rubbing sticks.
Using an axe.
Cooking over an open fire.
Sailing a dinghy.
Riding a horse.
Becoming acquainted with the trails around camp.
Learning to swim.
Acquiring some fancy dives.
Taking charge of storeroom at certain periods each day.
Helping with the camp mail.
Requesting sex information from the Chief or some other member of the staff.

E

EXPERIENCES INVOLVING PURPOSEFUL MODIFICATION OF SOCIAL ATTITUDES AND THE ADJUSTMENT OF ONE'S BEHAVIOR IN RESPONSE TO THE DEMANDS AND PRESSURES OF GROUP LIFE.[1]

I. *Tent or Cabin Units:*

Acquiring regular habits of rising and retiring.
Learning to be quiet early in the morning before rising bell so as not to disturb other members of the group.
Doing one's share of the tent work each day.
Learning to respect the property of other persons with whom one is living.
Handling camper who is not willing to undertake his share of the group work.
Helping a camper who is homesick.
Building up a group spirit.
Problems arising from presence of unpopular boy in the tent.

II. *Sectional Units:*

Determining attitude to be taken toward boy found stealing in the section.
Keeping section clean.
Building up a sectional spirit or morale.
Attitude toward new campers coming into the section from other sections in the camp.
Conflicts between various tent groups in a section.

III. *Camp Units:*

Building up the Ahmek spirit of respect for the other fellow.
Attitude developed toward the camp director and the camp as a result of talks in the dining lodge.
Adjusting oneself to camp regulations respecting swimming.
Deciding whether or not to participate in a camp cleaning up project.
Coming back from riding promptly at end of period.

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[1] Cf. Chapter XIII on Social Controls in the Camp.

Refraining from talking or whispering in chapel.
Determining whether or not to observe the camp tradition about cutting birch bark from a tree.

IV. *Interest Group or Club Units:*

Observing how a more experienced group loads its canoes for a canoe trip.
Attitude of respect developed for the expert or specialist.
Recognition of special abilities among members of the group.
Deciding to be selfish or unselfish in selecting best canoes and sailboats—hogging equipment.

V. *Individual Units:*

Getting acquainted with members of the staff.
Overcoming habit of showing off.
Attempting to achieve status within the group.
Trying to be recognized as the natural tent leader.
Being mentioned in the camp paper.
Taking a tray full of breakfast to sick member of one's tent.
Being "razzed" by other boys.
Avoiding counselor who is not liked.

DISCOVERING THE BASIS OF ORGANIZED PROGRAM

On the basis of experience a camp director is able to assume certain interests and anticipate certain fundamental program needs on the part of his campers. Camping somehow implies packs and portages, neat dives and sails by moonlight, patching canoes, flipping pancakes and cedar crackling in the fire. Swimming, canoeing, campcraft, sailing, exploring, creating, riding are just naturally considered as constituting the staples of a camp experience. Handball, tennis, and movies, let us say, do not fall within the minimium program expectation. On this rather empirical basis camp directors make provision in the way of program materials and leadership resources.

This area of assumed program interests, however desirable from the standpoint of curriculum building, lies dangerously open to abuse. Too often it is stretched out altogether too far and practically tends to define a major part, if not all, of the camp program. In many camps it results in the setting up of a standardized and compartmentalized curriculum, and in the diluting of a true camping experience. At Ahmek the policy has been to provide an abundant supply of resources, both in materials and men, capable of contributing to the cultivation of almost every conceivable learning situation that might possibly arise during the camp season. Very little reliance has been placed on ability to predict program. A number of devices for uncovering the interests and purposes of the individual campers have been created.[1] These have been used to guide the camp in determining its formal program.

THE CATALOGUE OR CHECK LIST

One convenient and fairly satisfactory device is the check list. This corresponds roughly to the University calendar where the student examines possible courses and then chooses the courses he wishes to take. Campers are given a list of formal activities offered in camp and they check the subjects in which they desire instruction. This locates the desires and to a certain extent the purposes of the boys from the standpoint of activities requiring instruction, and is useful as a basis for organizing instruction classes, allocating equipment and leadership and for general supervision. In many organized camps the activities listed usually correspond to a system of bar requirements and recognition in which goals for various grades according to age and proficiency are outlined.[2] An evaluation of this method as an incentive and the problem of awards or recognition will receive attention in a later chapter.

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[1] Cf. Perkins, Ruth, *Magic Casements,* Ch. II, pp. 20 f.

[2] See Appendix I, pp. 353-354, for list of bars and sample taken from "Requirements for Awards of Proficiency Bars in Ahmek Camp Curriculum."

THE QUESTIONNAIRE

Closely allied to the check list is the questionnaire from which valuable and pertinent program information can be secured. Questions of the following type have been used and have yielded valuable results:

1. What three things do you like most (a) at home; (b) at camp?
2. What three things are you checked up on most?
3. What three things do you dislike most?
4. In what way can camp help you most?
5. What suggestions have you for the improvement of camp?

In the case of both the check list and the questionnaire it is extremely important to record the more significant results on each boy's personal record card. This guarantees that the data gathered will receive adequate consideration in formulating the curriculum. A few answers given by a group of Intermediates to the fifth question will serve to demonstrate some of the values inherent in such a procedure:

What Improvements Would You Suggest in the Camp Program or Equipment?

"Would suggest that some of the Intermediates come together and help make a bridge across Hickey's Creek, as it would be fine for Juniors and Inks."

"More instruction classes."

"Smaller number on canoe trips. More time in which you can do what you want."

"Have more of the same things as music."

"Some equipment that would make work easier for cook staff, they have such long hours."

"The totem pole needs painting."

"Suggest that there be a free day coming once in two weeks. While there are obvious drawbacks to such an arrangement, many things could be done in such a day by those who wished to. For instance, three fellows in tent 20 are trying to build a bridge across marshy land connecting the chapel with the camp. The work has progressed very slowly in the spare time that has been available so far. This is a dead secret."

The Group Discussion

Perhaps the most effective method for discovering what elements should go into the camp program is the group discussion. Consider a group gathered around a campfire in front of their cabin. The counselor has just steered their informal conversation into a consideration of program plans. "What are some of the things you have heard the fellows saying they would like to do in camp?" He has used this indirect approach quite purposely knowing that it would only be a question of a few moments before the desires and interests of his own boys would find expression. He has thought out the whole discussion procedure carefully in advance and has stocked up a few leading questions by which to prime the thinking of the group. "Which of these things do you think we should stress most? Two months slip away mighty fast and we will have to decide rather definitely which activities we want to major on and which we will work on at odd times." This carries the discussion one step further. The group is confronted now with the necessity of making a series of careful choices.

The following day at noon the discussion may be continued in the conversation around the dining table. This time their problem concerns how they are going to be able to carry out their plans. Different ways in which camps determine and administer their programs are introduced for discussion. For the first time probably the campers become aware of some of the practical problems and vital issues involved in the various methods of curriculum construction. It is difficult for a group to go through an experience of that sort without being confronted with most of the practical issues involved in the development and organization of a camp curriculum. They readily see, for example, that if each group were left to decide things alone and do exactly as they wished several tribes probably would want to engage in some activity at the same time and that in many cases lack of sufficient equipment alone would cause both confusion and disappointment.

Later, perhaps while out sailing or in the course of a hike back through the woods in search of an old lumber camp, the counselor finds his opportunity to ask the question which results in crystalizing the aims and spirit of his tribe. A name is chosen. The objectives of the tribe for the summer are formulated. Over a mess of frogs' legs and onions frantic efforts are made to compose a group yell.

This is not the place to elaborate on discussion methods. The many different ways of opening discussions and of getting central issues out into the open, although definitely involved in the leadership of any discussion must be left to specialists in the field.[1] The use of different types of questions, case material, true and false tests, contrasting statements and ratings is discussed at length in books devoted exclusively to democratic discussion.

Discussions need not be limited to cabin groups. Whole sections at Ahmek regularly meet to discuss business pertaining to their section. Often these conclaves are the genesis of major sectional or camp enterprises. On one occasion the camp director was invited to join the Seniors in their spacious log cabin about nine o'clock in the evening. When he arrived they were making toast over the fire. Later as they supped cocoa and ate toast spread with marmalade, the traditional Ahmek evening snack, discussion turned to a consideration of how the Senior section could get the most out of the last month of camp. It proved to be a rare hour in the history of the section. It put everyone on his toes. Ambitious new projects were discussed. The spirit of the section took on a new vitality and the evening was perfectly capped when it was decided to hold a formal Senior banquet in their own lodge at the close of camp. Enthusiasm reached a climax when the Chief offered to let the boys have the two camp turkeys providing they arranged to kill them and prepare them for cooking. A banquet committee was formed and things started moving as never before. In a camp of two hundred it is not always practicable to attempt a discussion in which the whole camp takes part. Discussions for the purpose of discovering bases of program must be confined largely to tent groups, interest groups, or sections of the camp.

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[1] For the best discussions of this method see Elliott, Harrison S., *The Process of Group Thinking;* Gregg, Abel J., *Group Leaders and Boy Character;* Sheffield, A. D., *Training for Group Experience.*

INDIVIDUAL CAMPER ANALYSIS

Thus far we have considered only the less formal methods involved in discovering program elements. Other techniques capable of being used with a larger degree of objectivity and with fair quantitative precision now call for exposition. Only by the consistent and intelligent application of such methods as we are now going to discuss can the distinctive needs and capacities of campers be adequately analyzed and provided for in the camp curriculum.

Four methods have been employed at Camp Ahmek in analyzing some of the needs, interests and abilities of its campers: (1) Intelligence test (I. Q.); (2) Medical examination; (3) Tests for camp interests and skills; (4) Individual camper's analysis and rating.

(1) *Intelligence tests* have been of particular service in locating the duller and the brighter boys in camp. They have provided us with a basis for knowing whether a given camper is sufficiently challenged by the life of the camp. They have been of value in assisting in effecting suitable group adjustments. We have found at Ahmek, however, that a camper's intelligence score is no indication of a boy's ability or maturity as a camper.

(2) *Medical examination* data after being transferred to the personal record cards automatically place limitations on individual participation in certain of the camp activities. It is important that such information be made completely available to counselors during the first two or three days of camp.

An effective check on program from the standpoint of health can be made by having every boy in camp weigh in under standard conditions each week. A graph showing the total number of pounds lost or gained by the entire Camp population is kept and the results each week correlated with program activities. Such a graph serves as a barometer of health results in relation to program and forms an effective basis for program control. A week of unusually strenuous activity, late hours, or extreme excitement immediately shows up on the weight graph. Elwell reports interesting findings as a result of five years experimentation in using the weight graph.[1] Inspection of all boys in camp serves as a further valuable and even more direct check in relation to program participation.

(3) *Camp tests* are given two or three times during a season at Ahmek as a means of discovering the extent to which each boy measures up in campcraft skills. A whole afternoon is set aside during the first week of camp and every camper is judged on his skill in handling a canoe, swimming and diving. This provides leaders with information on certain fundamental program needs and is of great practical value in organizing instruction to meet individual lacks in camp skills.

(4) *Individual camper's analysis and ratings:*[2] This is primarily a form of personal interview between the counselor and the boy. In devising this method of analysis the following values were sought: (a) Each boy must be considered as an individual with his own specific needs, problems, motives, interests and desires. The objectives of the counselor with each boy can only be determined by thorough observation, discussion and analysis. (b) The rating inter-

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[1] Elwell, Alcott Farrar, *The Summer Camp, a New Factor in Education.* Doctor's Dissertation, Harvard University, Faculty of the Graduate School of Education, 1925.

[2] The camper's analysis and rating was formulated in 1925 by the Counselor's Staff at Ahmek. The activities and attitudes there listed constituted at that time the objectives of the camp enterprise. See Appendix II, pp. 354-355, for a copy of the form itself and statement of method.

view should help the boy to formulate more clearly and definitely his objectives in the camp and in life. The counselor should seek the definite determination on the part of the boy to pursue the course of action which will lead to the fullest development in terms both of the various lines of interest and activity, and of attitude and conduct.[1]

It is extremely difficult to discuss the analysis of campers' individual enthusiasms, needs and abilities in relation to program development without seriously encroaching upon the field of behavior adjustments. There is an area where program and personnel departments clearly overlap and where it is no easy task to distinguish separate functions. It is therefore of the utmost importance to have men at the head of each of these departments whose educational outlook and method is in all major respects the same and who will work well together.

Data from parents, guardians, principals and teachers, although more particularly dealing with physical and social adjustment needs of boys, frequently demand the special attention of the program director.[2]

At the beginning of camp each counselor is made fully aware of parents' requests for the six boys under his leadership. Instructors are also informed and great care is shown in seeing that such requests are acted upon, always, of course, giving other facts involved proper weight.

We must be realistic enough to recognize that more desires probably will have to be developed than discovered. The various devices which have been discussed do not in any way release counselors from their primary responsibility of stimulating desires for worthwhile experience. Dr. Kilpatrick tells the story of a little lad found crying in kindergarten. He was asked what was the matter but gave no answer. "Why, what is it you want, sonny?" He continued sobbing. The question was repeated a third time and after more tears had flown the little chap muttered through his sobs, "I don't want—anything. I want to want something." Such is the sad plight of many campers.

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[1] Other uses of this rating are discussed in Ch. X, pp. 234-236.

[2] See discussion of parents' objectives, Ch. II, pp. 18-24.

No one should carry away the idea that at Ahmek we overlook the necessity of sometimes employing rather severe methods of stimulation. We fully recognize that there are occasions when certain campers must be made to do the distasteful thing. Usually, however, this method is resorted to only in cases where there is a pronounced behavior difficulty. Strictly speaking, therefore, coercion is not so much an instrument of education as of reeducation, and as such it is to be used as a therapeutic rather than as a pedagogical instrument or method.

CHAPTER IV

GROUP ENTERPRISES AND CHARACTER GROWTH

"The emphasis in the unit of work is upon the child as a complete human being, upon the development of general habits and attitudes, as well as the acquisition of knowledge and the development of skills. In the school subject the emphasis is upon the learning of a systematically organized body of specific skills and knowledges."—RUGG and SHUMAKER.

We wish to distinguish in this chapter those activities and experiences in the life of the camp which stress cooperative group enterprise and which constitute the less formally organized aspects of the camp curriculum.

SOME TYPICAL GROUP ENTERPRISES

THE SENECAS SALVAGE A DISCARDED DINGHY

The boys came to me shortly after the beginning of the month and said that the Chief had given them a dinghy which some other boys had neglected. It was then at large on the lake.

The work of towing it down to our dock occupied three days, for on the first day, though they made a great fight, the wind was too much for them. This discouraged them somewhat and they laid off for a day, but at my suggestion they went after it the third day and got it in. It was without mast, rudder or sail, and the center-board wouldn't work. Now it is completely equipped though the center-board is not yet fixed and repairs can always be made.

The lead in the towing-in and early repair work was taken by John M——— and Ron T———. However, there is no definite leadership now, the system being that whenever one or two of the boys feel like it they go down and do a little work. Since the second day it has not been necessary for me to offer them the least encouragement beyond the daily question, the occasional helping hand and the occasional sail, and I don't believe that any of these are really necessary. They never miss a day in either repairing it or sailing it.

There were many learnings involved in this but perhaps the greatest was perseverance. Their battle with the wind the first day and their subsequent return to the fight and final success would have been enough alone but there was also the constant repairing, watching while things they have repaired went wrong, and the re-repairing.

They are learning to sail. Two of them, Pete and Allan, just missed their second class and through no fault in their sailing, while the others are almost equally good.

They learned something of the rigging and the care of equipment and the nature of temporary makeshifts. They are learning courage, for their dinghy, although a very small one, has one of the largest spreads in camp and the boat leaks through the deck, yet they are out in all weather. They are getting all the learnings of sailing and getting them on their own.

The whole experience gave an impetus to the tent spirit and developed a new sense of cooperation. In short, it is my opinion that when the Chief gave the boys charge of that dinghy he did something which did more for the group than anything else during the season. (Counselor.)

Construction projects differ significantly according to the age and camp experience of the campers. Inkies, ages six to nine, and Tadpoles, eight to eleven, are sure to be found some time during the summer away up the banks of the creek digging a cave; Bantams, ten to twelve years of age, and Juniors, eleven to thirteen, constructing tree houses and shelters thatched with balsam boughs; the Intermediates, twelve to fifteen, building fairly respectable lean-to's of small logs covered perhaps with birch bark; and Seniors, stripped to the waist, felling, hauling and notching larger timber for their more formidable log cabins.

A Senior Group Builds a Log Cabin

The idea of a cabin was mentioned the first night I was with my group. Next day the idea was casually spoken of again while on a hike back to the Drummer Lakes. It was not until two days later that two of the boys came to me and asked when we could start the cabin. Apparently they had talked the matter over by themselves and had decided definitely that they wanted to build it. None of the boys had ever built one before, so the matter of design was our first problem.

One of the group remembered having seen a particularly attractive log cabin the previous year on a canoe trip to Cedar Lake. He could not remember which lake it was on but thought he could locate the cabin without very much difficulty. Canoe trips were going out the next week so we decided to make up a canoe trip party and head north in the direction of the Hudson's Bay. For days after leaving Joe Lake we paddled and portaged without seeing any human beings other than an occasional fire ranger on his lonely beat. On our fourth day out we found the cabin on Burnt Lake just this side of Cedar. It was all that Karl had described. We slept in it one night and made a rough sketch of its construction.

When we reached camp again we spent an evening looking over some books on cabin building and finally decided to build an Adirondack cabin with board floor, roof, open verandah, stone fireplace and chimney. We estimated that it would take about two weeks with all five boys and myself working to complete the job.

Our first work was that of clearing the site. After that we lashed together two canoes and brought a load of lumber over from the main dock. Frank (instructor in manual crafts) helped us construct the frame. We spent a whole day felling trees and hauling logs from the bush. Pete Sauvé (camp cook) taught the fellows to yell "Timber" when a tree was about to fall. A week passed before we had the walls finished. Notching the logs took considerable time. By far the hardest part of the work was collecting the stone for the fireplace. Hauling sand for mortar was no cinch either.

As the cabin progressed other boys in the section were attracted. This had a good effect on my fellows. Of the five in the tent three were really enthusiastic. Two others worked only when asked repeatedly or when there was nothing else that interested them. Bar work largely accounted for this attitude. As the cabin progressed they showed more interest especially when it attracted the attention and commendation of the directors.

An Adirondack Cabin Under Construction

Congratulations from the Chief

The work of building the cabin combined several distinct branches of work. The walls themselves involved tree cutting and felling, notching the logs, the use of the level for trimming up foundations, the use of the crosscut saw and axe. The construction of the fireplace was carefully explained, viz., the use of the smoke chamber and formation of the flue, the laying of the stones, mixing of cement and concrete. Several of the boys remarked that they understood a lot of architectural words that came into the building of the fireplace that they had never heard or understood before.

The main satisfaction shown by the boys was in the fact that they themselves had built it and it was their own. One boy said, when it was pointed out that there were only two more weeks of camp left, "Yes, it is too bad that we won't get more use of it ourselves, but look at the fun we had in building it, and anyway it is something that will be enjoyed for several years."

Toward the end of the work the group seemed to forget meals and everything else. We worked until it was too dark to lay stones any longer. Then we would plan for the formal opening of the cabin. I think I experienced as much genuine delight as the fellows themselves that night when the Chief and the others whom the group invited sat for the first time around our fireplace and we talked about coming back to it some winter for a week-end in the bush.

From the counselor's point of view I feel that the project was a most successful undertaking. Besides the knowledge they learned about cabin building and the use of the various tools, they learned a great deal about different kinds of wood, the uses of lime, how cement is manufactured, something about the different strata of rock formations which we encountered in getting stone for the fireplace, the care of tools, forest conservation, books on cabin building and so forth. All these learnings were associated with the main enterprise.

The thing that impressed me most about the experience was that it showed up the character qualities of every camper. I received the same impression exactly on the canoe trip to Burnt Lake. The fellows who "played lame" on the paddling and who picked out the lightest packs on the portage were the ones who, when it came to hauling logs or working after dark, had some excuse to be doing something else. One of the boys who at first was indifferent to the enterprise and who preferred to stay away doing bar work learned to cooperate with the group when he discovered how much the other fellows in the tent seemed to be enjoying the work. They talked about it at night and in the dining lodge at meals so much that he felt out of it. When he joined us at the cabin we gave him a hard job to do off by himself. When he finished it the third morning we put him on the roof nailing boards. The boys learned to stick at a difficult piece of work. They learned to cooperate with each other. They developed initiative and independence in carrying on with new work whenever I was detained by other duties. They learned to be industrious. They learned to be cheerful even in the face of difficulties. They carried the work through to a successful completion and learned what it means to achieve rather than to fail. (Counselor.)

By Paddle, Pack and Portage

A greasy, well-worn blueprint map spread out before a campfire and surrounded by a group of eager campers has only one meaning at Ahmek. Situated as it is in the heart of a region studded with two thousand lakes it is little wonder that canoe trips constitute a major part of the camp program. One can travel by canoe for days on end in Algonquin and return finally to camp without retracing a single lake or portage. Scarcely a day passes during the camp season when orange and black canoes of Ahmek are not to be found plying their way through a wilderness of waters or swaying on the shoulders of young stalwarts on some distant portage.

No experience in the camp curriculum at Ahmek affords such large potential educative values as the canoe cruise. It retains those elements of adventure and summons to the unknown and uncharted which modern organized education and even camping have largely eliminated from the experience of youth. "A hundred times a year," writes William Healy, "I am on the outlook for some situation analogous to those pioneer days, of life on sailing vessels, for hardships such as one might have on expeditions. Boys are hard put to it to find things that require strength and independent judgment and a love of hazard."[1] The canoe trip is precisely calculated to meet this need as may be seen in the following analysis made by counselors at Ahmek in relation to the supervision and leadership of canoe trip projects.

ANALYSIS OF PROBABLE LEARNINGS AND SITUATIONS ON CANOE TRIPS

I. *Primary Learnings.*

- A. Skills developed.
  1. Skill of paddling (on open lake, "cutting and thrusting" in river work, bow and stern positions).
  2. Skill of portaging (on portages—with paddles, without paddles).
  3. Skills in campcraft (choosing campsites, pitching tents, making wildwood beds, cooking).
  4. Skill in tracking (up stream river work).
  5. Skills in packing (loading supplies and equipment, packing across portage).
  6. Skill of endurance (paddling and portaging).

II. *Associate Learnings.*

- A. Concerning equipment and supplies.
  1. Selection of equipment and supplies.
  2. Use of equipment and supplies.
  3. Care of equipment and supplies.
- B. Involved in emergencies.
  1. Repair of canoes—kind of material, how to repair, etc.
  2. First Aid in case of accident.
- C. Hygienic rules (diet, when drenched and chilled by rain, etc.).
- D. Appreciation of Nature: trees, skies, birds, sunsets, water, rain, stars, fire, etc.
- E. Other knowledge.
  1. Conservation of forests.
  2. Generation of electricity.

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[1] Symposium—*Building Character*, p. 138.

III. *Concomitant Learnings.*
- A. Learns to be selfish or unselfish.
  - 1. *In the canoe:*
    - In putting sufficient or inadequate energy into stroke.
    - In sharing or monopolizing a preferred position in the canoe.
  - 2. *On the portage:*
    - In carrying or not carrying full share of load.
    - In doubling back or not where necessary.
    - In helping or not helping others on the portage.
  - 3. *In the camp:*
    - In sharing or not sharing the work.
    - In eating.
    - In choice of space for sleeping.
- B. Learns to cooperate or not to cooperate.
  - 1. *In the canoe:*
    - Paddling.
  - 2. *On the portage:*
    - Portages.
    - During adversity.
  - 3. *In the camp:*
    - Preparing for trip.
    - Planning route.
    - Cooking.
    - Cleaning up campsite.
    - Duties around camp.
    - Cleaning up supplies and equipment on return.
- C. Learns to persevere or to surrender.
  - 1. *In the canoe:*
    - Paddling.
    - Fishing.
  - 2. *On the portage:*
    - Portage.
    - Rainy weather.
  - 3. *In the camp:*
    - Accident or sick person.
    - Cooking.
    - Cleaning up.
- D. Learns to be independent or dependent.

Canoe Trips in Canadian Northwoods

  1. *On the portage:*
     - Portaging heavy packs.
  2. *In the camp:*
     - Cooking.
     - Planning trip.
     - Making of beds.
     - Pitching tent.
     - Whether to travel or not to travel.

E. Learns to be sensitive or insensitive to the feelings of others.

  1. *In the canoe:*
     - Fatigue in paddling.
     - Sharing position in canoe.
     - To weaker fellows.
     - To fellow out for the first time.
  2. *On the portage:*
     - Fatigue on portage.
     - To fellow packing for the first time.
     - To weaker fellow.
     - Cases of failure or unsuccessful behaviour.
  3. *In the camp:*
     - Planning trip—taking desires of others into account.
     - Regarding appetites.
     - Keeping quiet when others are asleep even if you have had a "hard spot" under your bed.

F. Learns to judge with or without discrimination.

  1. *Concerning the trip itself:*
     - What to take.
     - Time.
     - Route.
     - Distance.
     - When to land.
     - How to portage.
     - How to pack canoe.
     - How, when and where to camp.
     - Rough water.
     - Rapids—"white water."
     - Pack the sacks.
     - What and when and how to cook.
     - Division of labor.
     - How and when to make beds.

Putting up tent—where, how.
In case of accident.
Action in poor weather.
Adjustments in group.
Planning—speed *vs.* camping.

2. *Concerning Campers' own conduct:*

When and when not to criticise.
When and when not to praise.
When and when not to sacrifice personal wishes.
When and when not to be loyal (a) to group, (b) to camp (c) to ideals.
When and when not to cooperate.
When and when not to be sympathetic.
When and when not to persist.
When and when not to be courteous.
When and when not to take responsibility.
When and when not to be selfish.
When and when not to obey.
When and when not to be aggressive.
When and when not to rest from paddling.
When and when not to portage the canoe.
When and when not to go in swimming.
When and when not to dive.
When and when not to sleep without cover.
When and when not to cut standing timber.

G. Learns to be honest or dishonest.[1]
H. Learns to be courageous or cowardly.
I. Learns to be resourceful or non-resourceful.
J. Learns to control or not to control self.
K. Learns to be industrious or lazy.
L. Learns to do things well or carelessly.
M. Learns to be decisive or indecisive.
N. Learns to be responsible or irresponsible.
O. Learns to practice leadership or lack of leadership.
P. Learns to be cheerful or grouchy.
Q. Learns to be loyal or disloyal.
R. Learns to be respectful or disrespectful.
S. Learns to swear or refrain from swearing.

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[1] Space does not permit setting down the *situations* in which the remaining learnings may occur.

T. Learns to be aggressive or timid.
U. Learns to have confidence or lack of confidence.
V. Learns to be obedient or disobedient.
W. Learns to achieve or fail.
X. Learns to show or not to show initiative.
Y. Learns to like or dislike canoe trips.

ON AN ALGONQUIN PORTAGE

This analysis is suggestive of the vast range of potential learnings bound up in a canoe trip experience. We have found that counselors who make such analyses are able to handle specific situations on the canoe trip in such a way that larger and more desirable character outcomes occur.

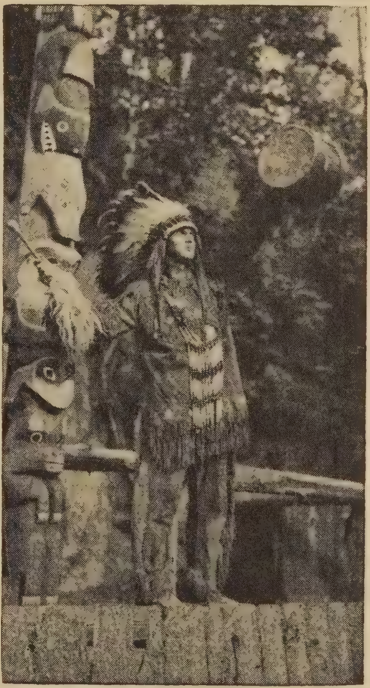
THE COUNCIL RING

On Saturday evenings the life of the camp centres in the Council Ring. Elaborate preparations occupy the attention of groups of campers often for days in advance. Indian dances are studied and rehearsed, Indian regalia and special ceremonial equipment are collected, Indian ceremonies are organized, legends are learned for purposes of recitation or dramatization, Indian games are planned and necessary equipment prepared, Indian songs are learned, and wood is gathered in readiness for the big event of the week. Usually one section in the camp elects to be responsible for the entire program of the Council Ring.

Suddenly the Zuni Council call is heard from the direction of the stockade. Chiefs in full regalia gather under the Camp Totem. Campers arrayed in blankets of many colors and patterns steal along the barefoot trail leading toward the Council Ring. Only the steady beat of the tom-tom is heard above the shuffle of many feet and at intervals the Zuni call punctuating the beating of the tom-tom. "Meewasin, Meewasin!" the medicine man is heard mumbling as he crouches before the Council Rock bedecked in leather tunic, head-dress, wampum beads, moccasins and paint. Occasionally catching sight of a sachem or sagamore a greeting, "Klahowyha!" escapes his lips in deep guttural fashion.

After the camp is assembled within the Council Ring the rattlers join the beaters of the tom-tom and the chiefs of the cabinet enter. Then follow the sachems who take their places on specially designed log seats in front of their respective sections. Finally the Chief enters. The camp rises in salute and a song of honor is sung by the members on the Council Rock.

"Yo-hay-y—Yo-hay-y-y; Neetah Kola Nahompo Omnee-chee-yaynee-chopi" — Hear me, my friends, we are about to hold a Council! "Now light we the Council Fire, built not after the manner of the white man who



THE ZUNI CALL TO COUNCIL

builds heap big fire, front all roast back all goose flesh, but after the manner of the forest children who build small fire and sit around all happy." The most fascinating array of bronzed faces and colored blankets flashes forth in response to the cheery flames and a storm of "How-How's" greets the warmth of the Council Fire.

"Now know we that Wakonda has been pleased to smile upon his forest children and has sent down the sacred fire from Heaven." The Peace Pipe is then lit and the ceremony concluded with prayers to the four winds, to Maka Ina (Mother Earth) and Wakonda (The Great Spirit), ending with a chorus of "Nunweys" from the assembled Council.

In the Council Ring

Then commences the program of the evening. Interesting accounts of animals and birds seen and strange happenings on hikes and canoe trips are reported. Individual challenge games, and water boiling and fire lighting contests are held. Demonstrations of log splitting and chopping are given. Occasionally a pancake contest finds a place on the program. The games are of a definitely woodcraft or campcraft variety. Indian dances usually form a part of every Council Ring program, some being original group attempts at interpreting historic ceremonies, as for example, the Calumet and the Thirst dances. Much incidental historical knowledge and understanding of primitive life and primitive religion results from these dance projects. Other groups enact incidents from early American history. Indian legends are told. The dramatization of "Hiawatha's Departure"[1] stands as the crowning feature of an Ahmek Council Ring program. A talk by the Chief or a story followed by the Omaha Tribal Prayer concludes the evening's program.

The Council Ring at Ahmek is in a sense a picturesque and symbolic center of the life of the camp. Clustered around its traditions are to be found many of the most meaningful experiences of a camper's life at Ahmek. It represents an enterprise in which the camp as a whole participates. From the youngest Inkie who stands and gives his ranger report about watching a beaver at work to the oldest Senior camper who tends the fire or judges a posing match there is an awareness that the Council Ring is theirs. Through the Council Ring campers learn to create their own amusement. They cannot depend on the elaborate facilities for amusement that the modern city affords. They must utilize benches, brooms, rope, poles and hemp sacks, and they must do the entertaining themselves. Council Ring is the one time during the week when the whole camp is gathered around the camp fire. An attitude and morale are created there that contribute in large measure to the development of the spirit and purpose of the camp. It is then that the camp fire kindles fires of friendship and the deepest spirit of the camp becomes felt.

THE CAMP THEATRE

The Council Ring, however, does not dispense with the place of a theatre in the camp. It has its theatre as well, a striking log construction with the stage opening toward the lake as well as toward the auditorium itself. Like the

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[1] This and other ceremonial material has been adapted from Ernest Thompson Seton's *The Birch Bark Roll.*

The Indian Village and Camp Theatre

Rehearsal—Theatre Stage

Council Ring it is capable of accommodating from four to five hundred persons. Tiers of seats line three walls of the building.

"Play nights" are very popular at Ahmek and the theatre always has its coterie of embryo artists and would-be stage assistants. Indeed special dispensation frequently is required for campers who insist that they must help paint the settings by artificial light after "Lights out." Twice during the season special feature productions are presented. Talent is selected as a result of the weekly "stunt nights" in which every boy in camp has equal opportunity to participate. In this way many boys who otherwise might go through a whole summer relatively unnoticed gain recognition and enjoy the glow of successful performance. Groups often are drawn together more closely through having to plan and present an entertaining "skit" or play. An interesting collection of original plays characteristic of camp life might be brought together. They would represent a set of episodes in the experience of campers highly indicative of some of the richest experiences of camp life. That which a boy wishes to re-enact, whether it be to amuse or impress his audience in some other way, must have first made a deep imprint on his own character.

HOW GROUP ENTERPRISES ORIGINATE

An analysis of counselors' reports of group enterprises indicates that in the main they originate in the following ways:

1. Because of some special interest, ability or equipment of a counselor or member of the groups, as for example: counselor who has fire ranged and is an experienced canoeist; counselor who sketches and does landscape painting; an old camper.

> The sweat lodge and small hut, I feel, are largely due to Roly S. —— who is an old camper. He not only suggested the ideas but saw that it was carried out. (Intermediate.)

2. Imitation of other groups and enterprises of former years.
3. Proximity to some center of major activity interest, as for example: the pet stock house; a sand cliff; the Indian village.
4. Required or leading on from some other activity or experience, as for example: the canoe trip mentioned earlier in the cabin project, (p. 63).

Boys' own undertaking because they felt the necessity of having a good dock. (Bantams.)

Necessity brought the idea to them. (Tadpoles.)

5. Suggestion and encouragement of adults.

An Ahmek Yacht Club was suggested by the camp director as a way of uniting a group of twenty campers and counselors whose main interest was sailing. The suggestion of forming a Yacht Club with a commodore and other officers made an instant appeal. (Sailing Instructor.)

6. Friendliness toward a particular counselor or instructor often results in following through a project which identifies a camper with the dominant interest of the one admired.
7. Special disposition on the part of individual campers.
8. Because of some special circumstance.

The project arose as a result of a rebellion in the tent. The group arose in protest to the rule requiring quiet before the first bell in the morning. They wrote home asking if they could return before camp closed. Immediate action was necessary and a really good alternative required. The counselor suggested moving the whole tent out of camp and getting away from some of the camp rules. The boys suggested a shelter be built in the woods. (Juniors.)

Ted broke his arm and was for several weeks restricted in his activities. During that time he mastered knot tying in order to assist the sailing instructor. (Intermediates.)

A fundamental responsibility of the camp is to enlarge the horizon of its campers, to substitute for timid undertakings projects that reach out beyond the self, enterprises that to the camper seem to attempt the impossible and yet eventuate in success. Boys could hardly be expected, for instance, to have initiated the building of the Pirate Ship or the Ahmek riding ring, without the suggestion, stimulation and support of adults. Left to their own resources entirely they would more likely choose to build a make-shift raft or knock together a few uneven boards on a water-logged base and call the finished product a dock. Apart from guidance boys would not for a moment contemplate putting on an Historical Pageant to occupy the best part of a day for its portrayal. Nor would they dream of creating an Indian Village on anything like the scale which might readily suggest itself to the camp director. In every situation the counselor must judge and help his campers judge whether or not the proposed purpose or project should be carried forward. Adapting Collings' three tools for the use of teachers in guiding pupils in the selection of purposes,[1] we may say that the decision must be made on the following basis:

(1) Does the proposed purpose genuinely grip the camper?
(2) Does the proposed purpose lend itself to successful realization on the part of the camper?
(3) Does the proposed purpose prospectively lead to other and different lines of purposes in the process of its realization?

IN RETROSPECT

Our observations at Ahmek have shown that there is an intimate connection between participation on the part of the camper in purposing and planning an enterprise and the degree of persistence and responsibility which characterizes his actual execution of the project. Every decision made by the counselor or adult in the situation literally robs the camper of an opportunity for learning. Each decision in which the camper shares contributes to his growth. Group projects seem to succeed in the degree that they challenge the full capacity of the campers to purpose, plan, execute and finally judge the product of their enterprise, and as they lead on to wider and wider interests and relationships.

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[1] Collings, Ellsworth, *An Experiment with a Project Curriculum*, p. 329.

We feel certain of one thing, that we have a long way to go at Ahmek before we have designed a curriculum that utilizes adequately the total resources of the camp. We have spent many hours during camp and between seasons discussing critically our procedure. We see many places where we have made serious mistakes but we have confidence that by careful experimentation and the application of the best current findings of educational science we may yet be able to develop a camp curriculum that does larger justice to an almost unlimited educational opportunity.

Probably the ideal way of organizing the camp curriculum[1] would be to devote whole days or mornings to one or two rich central enterprises that would utilize the complete resources of the camp community, supplementing these by offering formal instruction where need arose in the process. A log studio where boys could share in designing new buildings, planning their locations, preparing sketches and miniature models to guide those who would participate in their construction, might conceivably become the creative focus of the camp. A nearby falls might be harnessed and a waterwheel built to supply the camp with electric power. A whole season might be devoted to the creation of an early nineteenth century frontier trading post. Swimming instead of being scheduled mechanically might become a period of supremely joyous relaxation from the sweat and strain of hardy tasks. Canoe trips might be completely translated into expeditions of genuine exploration and high adventure.

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[1] Cf. Rugg and Shumaker, *The Child-Centered School,* p. 92.

Dreams such as these point the way to curriculum possibilities yet untapped. As camp directors desiring that each camper shall be a creator, that he shall do things for the sheer love of doing them, we must turn our camps into community adventures in social living. When we are prepared to accept unreservedly the full implications of the new education our camps will become rich in experiences that make for maximum character growth.

CHAPTER V

CAMPCRAFT SKILLS AND CHARACTER GROWTH

"The problem of the educator is to engage pupils in activities in such ways that while manual skill and technical efficiency are gained and immediate satisfaction found in the work, together with preparation for later usefulness, these things shall be subordinated to education—that is, to intellectual results and the forming of a socialized disposition."—DEWEY.

The tendency on the part of many private experimental schools and camps to frown upon the formal organization of materials and methods of instruction as being antagonistic to the new education calls for brief comment. In addressing the Progressive Education Association at their last annual conference Dewey deliberately referred to the seriousness of this apparent misunderstanding:

"Progressive schools set store by individuality, and sometimes it seems to be thought that orderly organization of subject-matter is hostile to the needs of students in their individual character. . . . It is quite possible for teachers to make such a fuss over individual children, worrying about their peculiarities, their likes and dislikes, their weaknesses and their failures, so that they miss perception of real individuality, and indeed tend to adopt methods which show no faith in the power of individuality. A child's individuality cannot be found in what he does or what he consciously likes at a given moment; it can only be found in the connected course of his actions. . . . Consequently some organization of subject-matter . . . is the only means which corresponds to real individuality."[1]

One camper last season came to the program director and asked if an instruction group could not be formed for the study of geology in the region about the camp. He said that he had brought his field tools with him and that several of the boys were keen to organize a geology group. What an amazing opportunity that afforded for intrinsic education! And yet there was a recognition on the part of the boys themselves that they needed some adequate formal organization thrown about them. Other groups and individuals requested instruction in sailing, canoeing, riding, boxing, dramatics, woodcraft, campcraft, swimming, life saving and diving. Many wanted to work with Basil to learn how to make a birch bark canoe. Others eagerly sought instruction in photography. It is really quite amazing how interested campers are in acquiring the many skills required for living in the out-of-doors or suggested by the life of the camp. Instructors cannot be expected to cope effectively with this wide variety of demands apart from adequate organization of the curriculum. With one hundred or more boys wanting to learn to paddle, dive and sail organization becomes imperative. Organization of formal instruction is as inevitable as it is justifiable. It has as its *raison d'être* the practical need for meeting effectively the dominant desires and purposes of a variety of interest groups.

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[1] Dewey, John, *Progressive Education,* July, Aug., Sept., 1928, pp. 201 ff.

In no wise does this imply the stereotyped artificial organization of program that so typifies conventional education and against which modern progressive educators have so vehemently protested. Formal organization of instruction, as we think of it, should emerge only in response to a genuine wholehearted purpose on the part of a group or individual which is set on acquiring some specialized skill or knowledge. We concur with Tippett when he states that: "The unit of work must be selected from real-life situations and must be considered as worth while by the child because he finds in it many opportunities to satisfy his needs."[1]

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[1] Tippett, James S., and others, *Curriculum Making in an Elementary School,* p. 31.

Organized instruction which is grounded in real life processes in the camp and which forms an intrinsic part of an on-going experience may be conceived as marking the midpoint on a scale between prescribed programs of the external type on the one hand and the extremely individualistic and opportunistic type on the other. In this chapter we are interested in analyzing the curriculum practice represented at the mid-point on this scale.

THE FLEET READY FOR ACTION

We must guard against the tendency of regarding organized instruction as being in competition and opposition to free purposeful activity. The difference between them is not one of kind but of degree. The more intense the interest and the more genuine the purpose of the camper, the more basis there is provided for more instruction. What we have come to identify as a project purpose or interest may operate just as strongly in a boy's determination to be a good canoeist as in building a log cabin or salvaging a sunken catboat.

On the other hand, however, we have nothing but admiration for the boy who positively objects to attending *classes* in camp in which persons attempt to make *subjects* interesting to him. Formalized academic procedure of that kind decidedly is in competition with wholehearted group purposes. It does not even indoctrinate. It does worse than that. It vaccinates the camper against purposeful enterprises. No such program can ever hope to stand up against the lure of trout streams and old bridges, corduroy roads and abandoned lumber camps, beaver dams and otter slides. What chance have *classes* when the wind has churned the lake white and a fleet of bouncing dinghies cry out to be unleashed and nosed into the squall!

BASIC REASONS FOR ORGANIZED INSTRUCTION

(1) Where a large number of campers desire to develop skills in a variety of camp activities instruction is essential and to be most effective it must be organized. Capable instructors who are specialized in the different camp activities and who are equipped with modern educational methods must be available.

(2) Camper differences can best be met through the organization of instruction. Advanced work can be undertaken with second, third, and fourth year campers without neglecting the new campers. Interest groups can be organized for instruction on the basis of age. This insures a progressive camp curriculum.

(3) Many campers fail to find "self-starting" activities and are at a loss for something to do in camp apart from organized instruction. Instruction groupings are needed as "primers" to release underlying purposes that lie inarticulate.

(4) Instruction on an adequately organized basis facilitates supervision. Daily activity records kept by each counselor and weekly reports by each instructor supplemented by first hand observation provide the directors with the essential data on each boy's participation and progress.

Where interest is weak or where other difficulties are apparent adjustments can be effected speedily.[1]

(5) The organization of instruction to meet the expressed needs and wishes of various interest groups throughout the camp provides an easily comprehensible scheme from the standpoint of administration. Campers themselves are able to share intelligently in formulating daily and weekly programs for the camp.

THE FORMAL CAMP CURRICULUM[2]

Camping, we have said, implies certain underlying "trunk" activities. Some of these activities are actually required, not in the sense that campers are compelled by their counselors or directors to engage in them, but in the sense that the situation itself in which they find themselves practically demands participation. Just as an individual in the city must learn to dodge traffic so in the camp environment every camper must learn how to conduct himself in the presence of a canoe. The canoe at Ahmek is one's chief means of transit. Ability to handle a canoe determines to a large extent the range of a camper's activities and the degree of satisfaction gained from his total camp experience. Canoeing and swimming classify as essential activities under this first major division of the curriculum. They correspond somewhat to the three R's required in the school curriculum.

Other major activities implied in camping assume a prominent position in the curriculum because the camp in a rather unique way provides for their appropriation. They constitute a group of activities and experiences which the average boy cannot engage in at home. Sailing, campcraft, canoe trips, diving, life saving and riding form this second constellation of camp experience.

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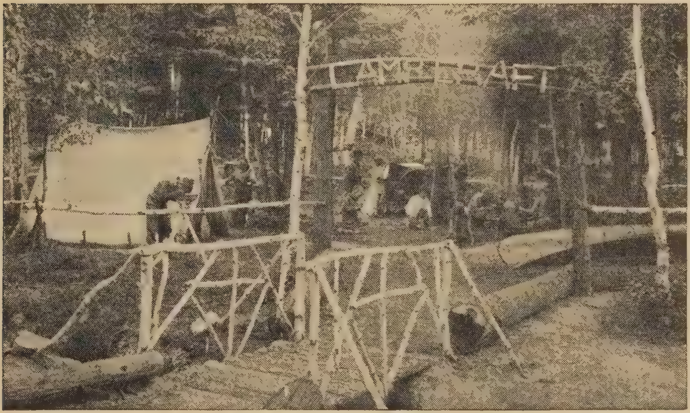
[1] See Instructors' Weekly Report and Daily Activity Record forms, pp. 226-227.

[2] A portion of the formal camp syllabus is presented in the Appendix, p. 353.

A third major activity cuts across all the activities so far mentioned—training in leadership. For many campers everything they do is colored by their ambition to become a counselor at Ahmek. They are encouraged to aim for a position on the counselor staff. Wherever possible campers are used to assist counselors and instructors in their duties. They are given abundant practice in leadership rôles throughout their entire career as campers. For the senior campers a special leadership training course each year is given.



Instruction in Campcraft

We have purposely delayed mentioning nature-lore—trees, birds, fungi, insects, butterflies, etc.—until now, in order to discuss it as a separate problem. It is a problem in a camp. The chief difficulty seems to be that of securing the right type of counselor. The usual practice is to engage a school teacher who has specialized in nature study, or a young college instructor in biology or zoology. Occasionally one strikes a real "find," but more frequently one discovers that he has a man on his hands who brings only a technical knowledge with him and, what is even worse, the method of the schoolroom. The ideal, of course, as Hamilton has so strongly contended, would be for each counselor to be a lover of nature, equipped at least with rudimentary knowledge that he could pass on to his campers, and eager to learn more in company with his boys. This may be possible as camps more and more draw their leadership from among camp-grown men who by their very exposure to the lore of the woods, if by nothing else, will be qualified as ardent amateurs. Fortunate the camp, which like Ahmek, has been able to enlist the interest and time of such experts in the out-of-doors as Jack Miner, Ernest Thompson Seton, Mark Robinson and others like them.

Besides these major camp activities a large number of additional activities which receive a secondary emphasis fall within the formal camp curriculum. In a sense they are rivals of the major underlying elements in the camp experience. They include boxing, work shop, music, Indian-craft, dramatics, photography, sketching, astronomy, archery, first aid, athletics, modeling, entertaining, knot-tying, public speaking, story telling, woodcraft, group games and handicraft.

Later in this chapter we shall describe several of these camp activities to show how they may be directed so as to produce the largest possible character outcomes. Our present listing is for purposes of providing a picture of the formal curriculum in its total perspective.

INSTRUCTIONAL ACTIVITIES AND SOCIAL ATTITUDES

Instructional activities provide an opportunity for the development of skills, abilities, and knowledges directly involved in the activities themselves. These learnings have come to be called *primary* learnings. The primary learnings in canoeing, for example, include such things as learning the various paddle strokes and positions, how to get in and out of a canoe, how to beach a canoe, how to empty a canoe filled with water, where to kneel in a heavy wind when paddling alone, how to handle a canoe when doing river work, how to care for a canoe, repair a canoe, and so forth.

But no camper during any appreciable period ever learns just one thing.[1] In addition other learnings operate simultaneously while these primary skills and knowledges are being acquired, chief among which are the attitudes developed toward other life interests that impinge upon the present activity, as, for example, in a canoeing instruction situation, the b[illegible]ng up of some degree of courage or sense of fear, a liking or a distaste for canoeing, an attitude of confidence or lack of confidence in the instructor, an attitude of boastfulness or modesty accompanying success or commendation, an attitude of sympathy or lack of sympathy toward campers finding it more difficult to handle their canoes, and so forth. Learnings such as these are called *concomitant* learnings. They refer to the social ideals and attitudes generated in the course of an activity. "These attendant learnings," writes Kilpatrick, "inevitably accumulating in character determine here and now the issues of current life. So understood with their immediate bearing they constitute perhaps the chief objective of the school's endeavor." [2] This challenge applies with equal forcefulness to educators conducting summer camps.

We can no longer confidently assume that positive character outcomes have been achieved merely because a camper appears to be enjoying or progressing in an activity in terms of skill. Character outcomes are by no means inevitable. Counselors must be helped to analyze activities in terms of probable learnings in order that they may be made sensitive to the wider social consequences of the activity and stimulated to throw around the boy's responses those conditions which are most likely to produce the positive social attitudes desired. This has been the method followed at Camp Ahmek. Instructors are required to analyze their activities to discover the various kinds of potential learnings bound up in each of their activities. In sharpening objectives in terms of specific social outcomes, and making instructors aware of the wider consequences of their activities where before only the acquiring of a particular skill was thought of, this supervisory procedure makes a substantial advance toward a larger realization of the potential character results of the total camp activity.

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[1] Cf. Kilpatrick, William H., *Teachers College Record,* Sept., 1925.

[2] Kilpatrick, William H., Introduction, p. xvii, Collings, Ellsworth, *An Experiment with a Project Curriculum.*

Just as we have done in the case of the Canoe Trip let us examine and see how an analysis of this sort can contribute to the achievement of larger character outcomes in an instructional activity. The following is taken from the minutes of an Ahmek counselors' meeting held during camp. It represents the result of a discussion centering upon a report submitted on the probable learnings and situations in swimming by the swimming instructor.

ANALYSIS OF PROBABLE LEARNINGS AND SITUATIONS IN SWIMMING

I. *Primary Learnings: Skills Developed.*[1]
  1. Learns to swim on his breast.
  2. Learns to swim on his side.
  3. Learns to swim on his back.
  4. Learns trudgeon stroke.
  5. Learns sculling.
  6. Learns to float motionless.
  7. Learns the crawl stroke.
  8. Skill in endurance (long distance swimming).

II. *Associate Learnings: Knowledges Developed.*[1]
  1. Hygienic rules: when to swim, how long to swim, diet for proper conditioning, etc.
  2. Knowledge concerning human anatomy, circulation, musculatory systems, heart action, etc.
  3. Knowledge of aquatic sports, records held by professional swimmers, historical knowledge concerning aquatic sports, knowledge concerning rules and regulations governing swimming meets, etc.

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[1] The skills and knowledges involved in organized swimming instruction are graded in the curriculum syllabus.

III. *Concomitant Learnings: Attitudes Developed.*

1. Learns to cooperate or not to cooperate:

   In working with his instructor and putting forth his best effort: Confidence must be established. Rapport between the camper and instructor is essential. Instructor will have to go at the matter slowly. Forcing the boy will probably only create further difficulties. Positive suggestion, cooperation, faith and commendation are all tools that apply. Anything that produces stubbornness, negativism or fear in the camper will only defeat one's purpose.

2. Learns to be loyal or disloyal:

   In reporting or not reporting for swimming instruction.

   In reporting or not reporting on time. A boy who slips off into the woods just before instruction is not practising loyalty but the avoidance of something which to him is disagreeable. Continuance of that sort of practice will probably develop the type of person who always has an excuse for his failures. Definite efforts should be made to provide for such a boy experiences of success. Ridicule would be disastrous and threats would go unheeded.

3. Learns to persist or surrender:

   In achieving goal set for himself.

   In achieving goal established for boys of his age and weight.

   It is very important that the beginner be led along gradually. At each step, however inconsiderable, he should feel the glow of achievement. The encouragement of persons he admires in the camp should be provided. If the camper does not enjoy making efforts to learn to swim he should frequently be asked to consider the advantages of being a good swimmer between periods of instruction when he is not under emotional stress. In certain instances an instructor is well advised to forego meals if need be in order to stay with a camper until he breaks a fit of sheer stubbornness. In other cases the threshold of resistance can be lowered only very gradually as one might gradually dim a light in a child's room night after night until finally the child will go to sleep in the dark whereas before he would refuse to do so unless the light were left on.

4. Learns to be honest or dishonest:
   In making excuses for missing instruction.
   In attempting to play sick.
   In telling others about his achievements.
   This sort of practice should be checked at once. A boy should not be permitted to think he has gotten away with a lie. Counselors should be particularly alert to observe tendencies toward dishonesty. An apology to the instructor or group should be required immediately if evidence of dishonesty is discovered.
5. Learns to be courageous or cowardly:
   In going into the water, especially if timid.
   In not being quite able to reach goal set.
   In ducking head under the water.
   A playful approach often succeeds where a more "serious business" approach fails. If goal is too distant the boy practices failure and failure does not help in producing courage. The instructor must work for success every time a camper swims. He must not give false encouragement. It may be that the objective for beginners should be reduced from 25 yards so that progress is more noticeable to the campers.
6. Learns to have confidence or lack of confidence:
   In the instructor.
   In himself.
   In the water.
   The case was cited of a boy whose father threw him into the water in an attempt to teach him to swim. The memory of this unpleasant experience made it very difficult for that boy to learn to like swimming. He imagined that every instructor would treat him as his father had done. Another case was instanced of over-persuasion. The boy was made to remain in the water for an hour and a half. The result was that ever since that boy disliked the water. He never became a good swimmer. Instructors must avoid hard treatment. Boys who are learning are extreme-

ly sensitive to ridicule. The tone of one's voice is important. The effect of spectators on beginners should be studied.

The mere listing of these probable learnings is worth much, but it is only the first step. The important thing is to analyze each of these probable learnings in terms of the conditions which are best calculated to produce positive character outcomes. The actual situation in which these learnings occur must be scrutinized with penetrating thoroughness.

Four significant advantages stand out in this method of approaching the leadership task: In the first place, it encourages specificity of objectives. This is extremely important inasmuch as behavior is modified not in general, but in specific acts. Secondly, it emphasizes the fact that learnings in any given activity may be negative as well as positive. This has a sobering influence upon camp directors and counselors who are altogether too sanguine concerning probable character outcomes. Again, it requires the instructor to figure out in detail the conditions under which the specific outcomes desired can best be achieved. This necessitates the most critical consideration of educational technique. Lastly, the leader is confronted with the problem of transfer. He must be sure that the conditions under which the activity has been practised are not artificial, but real and true to life. They must contain elements that are identical with conditions in similar situations at other times and in other places. Otherwise the learnings which are acquired in the camp situation will not likely carry over into other different situations. We discovered that many campers were not learning punctuality, tidiness and good posture as their conduct at home did not measure up to the display of immaculateness often achieved at camp in a competitive situation. These four checks place heavy demands upon the instructor of an activity. In the degree, however, that he approaches his task in this manner will his leadership genuinely succeed.

THE PROBLEM OF METHOD

This leads us to what is perhaps the most fundamental question underlying our whole problem. Already it has been implied throughout our discussion. Here we shall attempt to make the point more explicit as it applies to the formal curriculum of the camp.

An illustration probably will help bring our problem to a focus. For convenience we shall label the two types of methods described, Intrinsic and Extrinsic.

A. Extrinsic Approach

A group of campers are seated in three rows before an instructor. Each of the boys has a copy of the St. Johns Ambulance course on First Aid. Most of the group were attracted to the class because of the "bar award" which those who succeeded in passing the examination at the close of the course would receive. The instructor commenced the course by having the boys read over the requirements for the different grade bars and then he made a reading assignment to be done before the next meeting of the instruction class. He spent several periods describing with the use of a blackboard the circulatory system. Gradually he covered all the material contained in the handbook. An examination was given. Two of the campers who had missed several classes while out on a canoe trip did not feel prepared to take the examination. On the whole the group seemed to enjoy the course.

B. Intrinsic Approach

A group of campers are standing around on the main dock discussing plans for a canoe trip. The counselor made the inquiry as to whether they thought they would need to take along a first aid kit. "That's a good suggestion, sir." "No one would know how to use it if we did take one along," proclaimed another. "We'd be in a nice stew if some guy tripped on a portage and broke his arm," interjected a third. Before the group had broken up, however, they had actually faced the following questions: What kinds of accidents might occur requiring first aid on a canoe trip? How should such emergencies be handled? What should a first aid kit contain? The group finally decided to get some advice from the camp doctor or his assistant and the following day they met as a group on the verandah of the doctor's cabin and asked him a great number of questions. Later, when the group found that they could not expect the camp physician to give them enough time to cover everything they wanted to learn, they asked for a regular instructor and held sessions for instruction several times a week.

LEARNING TO COOK

In these two illustrations lies the crux of the whole matter.[1] The one approach is external and extrinsic, the other indigenous and intrinsic. One has for its point of departure a textbook, the other a genuine need occurring in the course of an on-going life experience. In one case the inducement is largely artificial, in the other the purpose within the experience itself provides the motivation.

Counselors and instructors in camp must be extremely alert to utilize situations within the actual flow of camp experience as the nuclei for the organization of formal instruction. The advantages of instruction based upon this intrinsic, life-centered approach must be obvious. Instead of attempting to create temporary interests, by artificial means, one simply capitalizes on readinesses and embryo purposes already formed. It means sheer economy of effort if nothing else. But it means a great deal more. It means that you are not working in the dark with reference to the learner's real practices. In a sense learner and leader are in the same canoe and each knows where the other is going. They have a common end in view and complete mutual understanding.

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[1] For further illustrations and valuable suggestions, see Bush, Henry M., *The Y M C A Brooklyn-Queens Survey,* 1928, Section on Camping.

REWARD AND RECOGNITIONS

We cannot conclude this chapter without devoting some attention to the problem of rewards and recognitions. There are many indications that the use of artificial awards and incentives is being seriously questioned by a larger number of persons concerned with education. Some feel that the time has arrived when all such devices as cups, buttons, pennants, points, honors, bars and shields should be completely discontinued. Others are prepared to retain *group* incentives and recognitions. Still another group feel that *individual* as well as *group* rewards have a legitimate function to perform if managed wisely. Our experience at Camp Ahmek, which we shall now review, has led us to the conclusion that artificial awards must be handled with extreme care or they will prevent education.[1]

Ahmek's Early Policy and Practice

During the first three seasons of camp a system of daily tent competition was in vogue. Groups were scored on promptness in getting up in the mornings, morning dip, punctuality at meals, attendance at instruction, attendance at general swim, tent tidiness, table etiquette, posture, camp spirit, and contributions to the life of the camp. Small leather "medals" bearing the Ahmek crest and later wild geese feathers provided specially by Jack Miner were distributed each day to the winning group. A tradition was gradually built up and soon the daily tent competition became a recognized institution within the camp.

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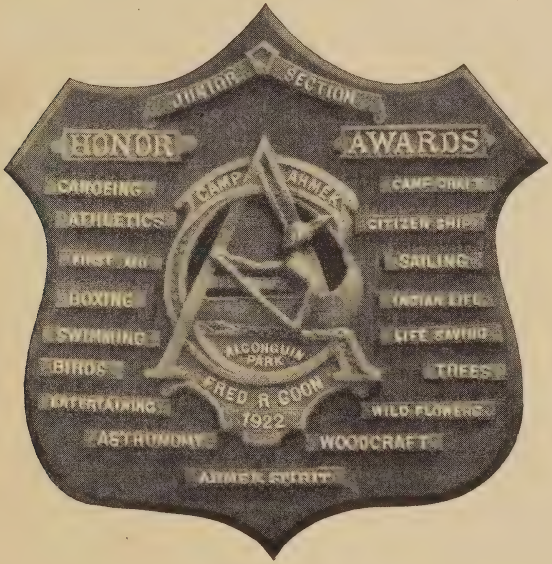
[1] Perhaps the most illuminating and clarifying statement available dealing with this problem is Dr. Kilpatrick's address given before the Girl Reserve Section of the Eighth Biennial Convention of the Y W C A. The address is published in the August (1924) issue of *Woman's Press* and has been reprinted in *Christian Citizenship,* Volume 4, No. 2, October, 1924. Consult also Hamilton, A. E., *The Real Boy and the New School,* pp. 360-362; also Kilpatrick, W. H., *Program Making Report of the Estes Park Assembly,* Y M C A, 1925, reprinted in *Christian Citizenship,* Volume 5, No. 5, January, 1926; Scott, Lester F., *Camps and Camping,* 1926, pp. 70-74.


JUNIOR SECTION
HONOR
AWARDS
CAMP AHMEK
CANOEING
ATHLETICS
FIRST AID
BOXING
SWIMMING
BIRDS
ENTERTAINING
ASTRONOMY
CAMP CRAFT
CITIZEN SHIP
SAILING
INDIAN LIFE
LIFE SAVING
TREES
WILD FLOWERS
WOODCRAFT
ALGONQUIN PARK
FRED R GOON
1922
AHMEK SPIRIT

The Ahmek Shield

Many of the feathers were lost. The use of the leather awards was continually extended. Points began to be given for almost anything and everything. The bookkeeping alone became an onerous task and the inevitable occurred. The original value attached to these symbols of recognition slowly wore off, and the daily tent competition suffered a marked set-back. The following year cups were introduced. Before many weeks had passed it seemed that every parent who visited the camp wanted to donate a cup, or shield or medal to the cause. It became totally absurd. There were mornings when fully twenty minutes were taken up in distributing the silverware. A table that did not display at least one cup won for proficiency in something was counted as singularly hopeless or strangely indifferent.

When the camp ran out of ideas for group competitions about the only move left was to award trophies to individual campers. This led to prizes for winning entrants in regattas, field meets and Council Ring contests, for the best sailor, for the boy who won the greatest number of bars during the season, for the camper showing the greatest amount of camp spirit, and so on. Awarding had become a habit.

A particularly attractive feature introduced the second season as a part of the formal activity curriculum was the beautiful Ahmek shield and bars for proficiency in the various instructional activities. At Christmas each year new campers receive their shield bearing their name under the Ahmek crest. Bars which they have won during their first season at camp are mounted on the shield. Bars won subsequently can be added. This system had a tremendous vogue the first year it was introduced. Literally thousands of bars were awarded. Boys talked about the Ahmek shield and bars long before they ever came to camp. A tradition of considerable consequence was developed. In fact, so enthusiastic were many campers to win bars that they would actually cancel canoe trips, hikes, and other major camp activities in order to stay working uninterrupted on their bar requirements.

Abandonment of Competitive Activities and Rewards

We have space to sketch only very briefly some of the practical difficulties and problems which led to the abandonment of competitive activities and artificial awards at Ahmek.

1. Groups were not equally favorably located. Some tents were older and more shabby than others and did not inspire the same desire for tidiness as did newer tents and cabins.

2. Groups that by noon discovered they had no chance of winning for that day slackened up and lapsed into carelessness and indifference. Counselors frequently had to do the work themselves in order to save the face of their group and their own reputation in the community.

3. Groups went through a whole summer without winning the daily tent competition. One or two strong groups vied for the honors regularly providing a sort of spectacle for the rest of the camp to observe.

4. The pioneer thrill of breaking new ground and of blazing new trails gradually wore off. With the accession of a staff of carpenters and other hired workmen the attention of campers turned to competitive activities that held promise of showing tangible personal gain and away from clearing underbrush, carting lumber, piling wood and other "fifteen minute jobs" which at one time were occasions of genuine enjoyment.

5. Occasional hard feeling developed both between tents and individual campers. At times even counselors shared such attitudes with their boys.

6. Competition was extended in such wholesale fashion that the value of the various awards rapidly diminished.

7. Counselors and members of the staff gradually withheld their whole-hearted cooperation. An attitude of critical appraisal and desire for a complete overhauling of competitive awards developed.

Today a whole barrel full of tarnished, dust-laden silverware provides a jungle-gym for field mice in a secluded part of the camp storeroom. A few of the larger cups have been pressed into service as flower vases in some of the staff cabins. Not a solitary piece remains in the camp dining lodge to remind one of the balmy days that once were when the temptation was to use sterling silver trophies as finger bowls or goblets. Ahmek went out of the silverware business in 1924, three years too late, but not without learning a lesson.

Effectiveness of the Changes in Policy

A slight jolt at first was felt among a number of the campers, especially the old campers. Inter-tent competition had become to them a sort of diversion. Boys who had been in groups which constantly won in regatta events or frequently came out first in the daily tent competition missed the awards for a time, but soon they began to find satisfaction in undertaking activities for what they were worth in themselves. Boys who had been in the losing groups, who were counted among the "dubs" in camp, had a renewal of spirit. They suddenly discovered that camp offered them abundant credit for doing their best.

The condition of tents on the whole improved. Groups who before had given up the contest early in the morning now cared for their tent homes as a matter of daily routine, as a matter of preference. Inspection of tents continued as before. Tents which were in particularly good shape received favorable mention before the whole camp. Tents which presented a poor appearance were referred to in a similar manner sometimes humorously, sometimes more seriously. The same procedure was adopted in the case of individual campers. Social approval and disapproval effectively replaced the more artificial and stereotyped method. Gradually a new spirit emerged within the camp. The change had been successful.

An Evaluation of the Ahmek Bar Award

In the general shake-up the Ahmek bars and shield were retained. A bar which had been awarded for Ahmek Spirit was discontinued, but in all other respects the bar system continued substantially on the original basis.

Much difference of opinion exists among counselors, instructors and directors at Ahmek as to the value of the bar award as an educational device. During the past three seasons the problem has frequently been discussed in counselors' meetings. One of the sectional directors has devoted considerable time investigating the actual status of the system. The limitations of this volume require that we omit the extensive case material which we have assembled.

Some Dangers Involved

1. There is the fundamental and obvious danger that campers will work for bars rather than because of a genuine interest in the activity itself. It is a common practice for many campers to seek a large number of fourth grade bars and stop there. The bar may offer a more tangible objective and satisfaction. In the case of some of the less attractive minor or secondary camp activities the bar in this way may and often does generate a real interest in the activity.

2. The dependence on bars, however, may become so great that they cannot be removed without seriously wrecking whatever interest there may have been developed in the activity itself. Bars may be considered good only as they make themselves increasingly unnecessary.

3. There is the danger of campers establishing or perpetuating habits based upon very low motives. One parent wanted his son to win more bars than anyone had ever won at Ahmek. He offered him $100 and a team of huskies as an inducement. Towards the close of camp the boy was caught cheating in one of the regular tests. In another case the bar award simply perpetuated the parents' practice of rewarding their boy on a graduated scale for marks received in school. In many instances bar-winning was placed above such alluring experiences as the canoe cruise and opportunities for service, as, for example, using one's knowledge to help instruct younger boys.

4. The very fact that a definite system of bar awards exists with all the tradition attached to it makes it exceedingly difficult for campers or counselors to think of the inherent satisfactions in a given activity without considering the bar award. "The first thing my boys asked me when the plan for the Nature Trail was being discussed was, 'Will it count toward our bar?' "

5. If there is any situation in which boys might be expected to enter whole-heartedly into activity one would think it should be in a summer camp. We would never set up award incentives, however, unless we thought campers would not do the things we want them to do. We disclose thereby a lack of skill

in motivating purposeful enterprise and in taking advantage of the leading-on-ness of interest.

6. When bars were first introduced at Ahmek they were used to interest campers in all-round development. We are beginning to doubt the value of this policy. It may be that we should encourage specialization in a few major areas of camp experience, in which case bar awards might wisely be eliminated entirely.

7. The desire for social approval [1] is a basic motive in human life which we can ill afford to ignore. Provision for normal and adequate group recognition in camp is essential. There are modes of recognition and approval, however, which mean much more to the average camper than artificial rewards. A word of private commendation often leaves a deeper impression on a boy's life than a desk laden with cups and trophies. Bars depersonalize approval. Camp directors are apt to rely on bars to the exclusion of personal expressions of appreciation and commendation.

Three Tentative Conclusions

Three conclusions seem to be justified by our experience and study to date:

1. The older the camper the less need there is for the artificial bar incentive. If accurate measurement were possible it is probable that a distribution of bars won according to the age of campers would form a fairly normal curve. In 1928, last season, the average number of bars won according to sections, suggests this hypothesis. Incubators averaged 2.0, Tadpoles 4.3, Bantams 5.4, Juniors 5.4, Intermediates 3.8, and Seniors 1.7. In 1926 when bars were stressed considerably more the same condition obtains: Incubators averaged 4.7, Juniors 7.6, Intermediates 7.1, and Seniors 5.4.

2. Bars are unnecessary in the major camp activities. Canoeing, sailing, swimming and riding hold sufficient gripping quality within themselves. Minor activities such as sketching or boxing often hold the inherent interest of

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[1] Cf. Thomas, W. I., *The Unadjusted Girl.*

a major activity. This involves the fundamental curriculum issue as to whether the camp should provide a wide variety of formal activities or confine itself to a few real camping activities.

3. Weaker counselors appear to depend more on bars than the higher-grade counselors. Counselors who themselves do not have some specialized equipment or background in camping or who do not possess the ability to inspire others rely almost wholly on bars to stimulate their campers.

"The conclusion of the whole matter," as Dr. Kilpatrick has put it, "seems thus to be that rewards and honors may be used as temporary devices in character-building provided they are so understood and are soon discarded accordingly. Otherwise they may become positively immoral. But at best they represent a mistrust in the power of the good life to afford real satisfaction and to win its own way."

CHAPTER VI

COOPERATIVE PARTICIPATION AND GOVERNMENT

> "The best guarantee of collective efficiency and power is liberation and use of the diversity of individual capacities in initiative, planning, foresight, vigor and endurance. Personality must be educated, and personality cannot be educated by confining its operations to technical and specialized things, or to the less important relationships of life. Full education comes only when there is a responsible share on the part of each person, in proportion to his capacity, in shaping the aims and policies of the social groups to which he belongs. This fact fixes the significance of democracy."—DEWEY.

AREAS OF COOPERATIVE GOVERNMENT

The range of situations in which campers may fruitfully share and exercise control varies under different circumstances.

(1) The previous experience of the campers in individual self-direction and democratic group conduct sets decided limits upon the areas in which cooperative control may wisely be encouraged. Failure on the part of camp directors to recognize that cooperative camp government is a gradual achievement and not a sudden accommodation has been responsible for much costly blundering. Elliott cites an instance of a man complaining that democracy did not work in summer camps.

> "He illustrated his point by saying that in a certain conference, where there had been no self-direction, they told the delegates that they could run the camp. 'Then', he said, 'These young people abolished all regulations as to hours, smashed up the furniture and equipment, and turned the whole camp into

confusion.' What the directors had done was to ask a group of boys and girls who had no experience in running their own affairs, to take charge of the life of a camp in a strange situation away from the ordinary controls. The result was the only result to be expected under the circumstances—disastrous anarchy. In such a camp the reasonable procedure would have been, first, to give the boys and girls an opportunity to become adjusted to the life of the camp under the sort of control from adults to which they had been accustomed, and then to have established democratic procedure in the simpler aspects of camp life. As a tradition was built up and persons became experienced, the second year would have made possible more democracy. By the end of three or four years this camp might have become a completely self-directing camp." [1]

(2) Degree of responsibility and participation in cooperative control must be consonant with the capacity of campers for successfully coping with the problems involved in group life, for making plans, carrying responsibility and respecting group decisions. Projects in cooperative group government must be graded according to the capacities of campers of different ages for governing. A conscious effort will have to be made in most instances to avoid restricting their participation to an extreme degree. We do well to place a maximum rather than a minimum of discretion in their hands.

(3) Crises and emergency situations afford most significant occasions for learning. Take, for example, a sudden outbreak of ringworm or impetigo in camp. The easy thing to do is to rush immediately at the first indication of trouble to the camp physician and have him act entirely without reference to the campers' interest in the problem. The approach of the educator would be to have the matter first come up in the camp council. An emergency meeting might be called. The situation and its seriousness could be considered, the physician consulted and action formulated cooperatively. The obvious advantage in the latter procedure is that you have generated through actual participation an

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[1] Elliott, Harrison S., *The Process of Group Thinking,* pp. 12-13.

intelligent cooperation and a sensitized social outlook on the part of the campers. In the former method these educational outcomes are not deliberately considered and consequently their realization must be precarious.

At Ahmek, as at other camps, the necessity frequently arises of modifying program in deference to visitors. Experience has taught us that the camp director is often more embarrassed by meddling with program plans than by leaving things alone. In cases of visitors of unusual distinction visiting the camp, campers need not be kept uninformed. The spontaneity and sincerity of their welcome is not going to be enhanced by temporarily robbing campers of their sovereignty for purposes of ostentation.

(4) As is pointed out in an earlier chapter certain regulations must be formulated and enforced the moment the camp officially opens. Non-swimmers, for example, must refrain from using canoes entirely. No camper must under any circumstances use a canoe without the permission of his counselor. It should be noted that these arbitrary emergency regulations are strictly interim affairs. We recognize the desirability of having the campers share as early as possible in the formulation of decisions and plans in which they are involved. We are not misled, however, to the extent of allowing a camper to have the experience of drowning in order that he may learn the dangers associated with an inexperienced person using a canoe. These and similar interim rulings are justified as temporary safety devices until more formal controls can be established cooperatively. Ample opportunity for improving on past experience and for reconstructing camp regulations should be guarded as an unusually valuable educative experience.

SETTING UP THE MACHINERY OF COOPERATIVE GOVERNMENT

Although a democratic spirit and method has always characterized Camp Ahmek, the inauguration of the cooperative government principle and procedure during the fourth season marked a significant transition, especially in the realm of program administration. The office of program director was abolished. This threw the responsibility for program back on the two divisions of the camp and the divisional directors in charge. Experimentation in cooperative planning of program was begun in the Older Boys' Division and the following year was extended to the Younger Boys' Division. Some of the difficulties encountered in this development will receive attention when we come to evaluate the plan in a later section of the chapter.

The camp is now divided into six sections—Incubators, 6–9; Tadpoles, 8–11; Bantams, 10–12; Juniors, 11–13; Intermediates, 12–15; Seniors, 14 and over. Each section has a Sectional Council. Each tent elects its representative, called a sagamore or little chief, and the section as a whole elects a presiding sachem or mayor. The sectional councils meet daily with the sectional directors and counselors to discuss program and other matters relating to the welfare of their section or the camp at large. Each section has its scribe or secretary who is responsible for recording the minutes of the council. Individual tent groups discuss program and other matters of business usually at night before "Lights Out" or during "Rest Hour" at noon. Their requests or recommendations are conveyed to the sectional council meetings by their duly elected representatives.

The sachems or presiding mayors of the six sectional councils represent their sections on the Camp Council. This is the highest official legislative body within the camp. Besides the six sectional sachems it is comprised of the twelve members of the Camp Cabinet—the camp director, business manager, camp warden, program director,[1] personnel director, health director, and the six sectional directors. The camp director is the presiding officer. With allowance for exceptions mentioned above all business relating to the conduct of the camp community passes before the Camp Council. Records are carefully kept and important decisions announced to the camp as a whole. The meetings of the Camp Council are held at a central table in the dining lodge during breakfast and at other special times as emergencies demand. A complete change in camper representatives occurs every ten days when new elections are held.

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[1] The office of program director was reintroduced in 1928 with the understanding that his function would consist of stimulating rather than stipulating program projects.

TYPICAL MATTERS OF BUSINESS

An examination of the following classification of matters of business handled by sectional and camp councils indicates the areas within which campers at Ahmek have actually shared in guiding the conduct of the camp. The list has been compiled from minutes of council meetings covering three camp seasons, 1925, 1926 and 1928.

Classification of Areas of Cooperative Control

A. Program

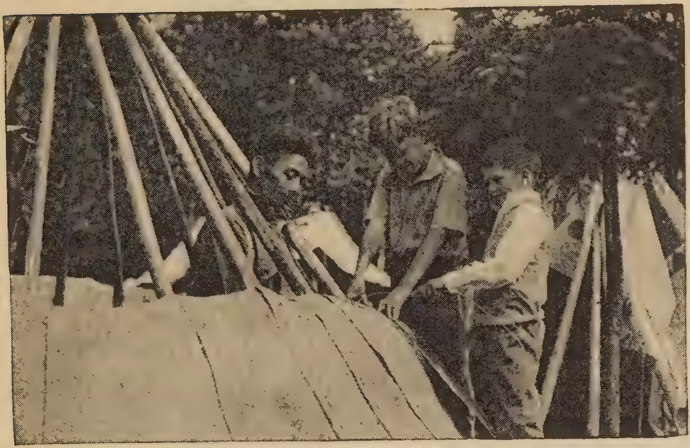
I. *Fundamental Policy:*

1. Arranging time of instruction classes.
2. Request that camp songs be sung in dining lodge as well as "classical" songs.
3. The Council Ring—frequency, program responsibility.
4. Policy for use of canoes by sections.
5. Canoe trip plans.
6. Request that Gitchiahmek Order be started.
7. Intermediates raised question of introducing point system again for daily competition.
8. Question of awards for regatta.

II. *Elements of Program:*

REGULAR

1. Request from Juniors for more sailing and for a sketching class.
2. Request for riding trip for first month campers.
3. Bantams request overnight sailing cruise.
4. Plans for "Play Night" as opposed to "Stunt Night" discussed.
5. Hikes discussed.
6. Plans for campers' chapel service.



Making a Birch Bark Tepee

An Ojibway Teaching Her Craft

SPECIAL

1. Inauguration of plans for building central camp dock swimming pool.
2. Inauguration of five-minute after-breakfast talks and new instruction classes.
3. Plans for building landing at Chapel Island.
4. Plans for brother-sister picnic for Ahmek and Wapomes campers.
5. Seniors accept responsibility for building bridge across creek.
6. Plans for building a Senior cabin.
7. Plans for a camp movie production.
8. Athletic meet.
9. Plans for regatta.

NEW

1. New games for Council Ring program.
2. Juniors ask for water boiling contest at Council Ring.
3. Intermediates request wrestling and tumbling instruction.
4. Plans for a camp bulletin board.
5. Incubator representative urged the creation of a gymnasium in camp.
6. Request entirely new program for Council Ring.
7. Intermediates request surf board riding.
8. Request for a "free day."
9. Request for ice cream on Wednesday by Juniors (defeated).

III. *Organization and Administration:*

1. Appointment of a chapel committee and a director of chapel service.
2. Decision that new elections for councils take place every ten days.
3. Warning bell for instruction classes.
4. Discussed sailing—decided to allow only one section to sail mornings.
5. Request that bar booklets be distributed among the campers.

IV. *Criticism and Evaluation:*

1. Disposition of Sunday Chapel offerings.
2. How should the rest hour be used?
3. Juniors request change in boxing instructor.
4. Regarding special permission being granted certain campers to use the horses—penalized others.
5. How to get more campers to take up life saving.
6. Sailing discussed: criticism of present system.
7. Request that jazz numbers be played by camp orchestra except on Sundays.
8. Request for fewer technical and more camp songs at meal time.
9. Sending out canoe trips when flies are reported as being bad.

B. General Conduct of the Camp

Regulations and recommendations (actually made and revised) affecting:

I. *Equipment:*

1. Plan for care of canoes.
2. Regarding use of piano by campers.
3. Discussed repairing of bridge to intermediate section.
4. Incubator representative drew attention to necessary repairs to the Pirate Ship.
5. Discussion of more adequate dock facilities in creek.
6. Question of canoes for exclusive use of tent groups.

II. *Campers:*

1. Limitation of group yells at meal time.
2. Swimming in Hickey's Creek.
3. Time of lights out for Seniors.
4. How secure punctuality at meals.
5. Permission to swim in Senior section.
6. How to deal with talking before rising bell and after lights out in Junior section.
7. Problem presented by certain campers carving their initials on dining lodge tables.

III. *Safety:*

1. Formulation of swimming requirements for use of canoes.
2. Safety first plans—decision to station life guards at top of diving tower.
3. Discussion of how to avoid risk-taking on canoe trips.
4. Revision of swimming regulations for use of canoes.
5. Bantam member recommended removal of big stump in the beginners' pool.

IV. *Health:*

1. Recommendation that fruit be sold in the tuck shop.
2. Incubators request more milk.
3. Incubators request longer rest period on Sunday and that Juniors keep quiet at night.
4. Question of evening tent feeds.

V. *Sanitation:*

1. Plans for inspection of tents and grounds.
2. Clean-up of camp.
3. Juniors recommend that driftwood be cleared away from the long bridge.
4. Waste paper barrels recommended for use in sections —camp cleanliness discussed.

VI. *Personal Property:*

1. Should counselors be held responsible for lost clothing and property of his boys?

VII. *Visitors:*

1. How handle question of female visitors during swimming periods.

SOME PROBLEM SITUATIONS ANALYZED

Eight problem situations typical of the kinds of issues which are confronted by the campers in the various camp councils are briefly summarized below.

I. Situations Involving Specific Habit Formation

1. *Problem of Punctuality at Meals.* The question was drawn to the attention of the council by the director. It was there decided to have the camp as a whole discuss the problem. This was done the following day at meal time. Various campers gave reasons why they should come on time. Inconvenience to the kitchen staff and "value of punctuality" were prominent among the reasons offered. "Grace" was considered as a part of the meal. Boys should pride themselves on being on time. Should cooperate with Pete and his staff. These ideas represent the kind of discussion engaged in by the campers. Numerous suggestions were made to meet the situation:

(1) That there be a ten minute bell before all meals (carried).
(2) That boys get up, instead of rolling over, at rising bell.
(3) That every boy who came late to a meal should be made to give his reason publicly. (A comment was made that when this method was used two years ago the giving of reasons became a joke).
(4) That tent groups be asked to discuss the matter further and the Camp Council decide manner of procedure.
(5) That a person late for a meal should miss that part of the meal for which he was late (Motion lost—some boys would purposely miss fruit at breakfast.)
(6) That boys be put on their honor to be on time.
(7) That group meal should not start until every member is present (carried).

This final suggestion was adopted as the best method of meeting the problem. Subsequent results for that season proved its value.

2. *Problem of the Care of Canoes.* The question was raised by one of the campers who cited several instances in which carelessness was evident. Chairman suggested that the Council list a dozen or more ways in which they had actually seen canoes being misused. Everyone contributed in formulating the list. The following eighteen items were included.

(1) New campers, even some seniors, had been seen paddling very hard and running head-on into dock.
(2) Canoes being dumped purposely.

(3) Campers alone in canoes paddling from stern seat.
(4) Leaving canoes unturned when finished using them.
(5) Pulling bow up only—other person coming into dock rams it.
(6) Practice of some to hide best canoes several days in advance of going on a canoe trip.
(7) Turning over canoes but leaving one end in the water.
(8) Changing seats in a canoe.
(9) Wabbling a canoe back and forth—one boy hit stump and put hole through side.
(10) Going out into middle of lake and lying down in the bottom—cause of great anxiety to persons on shore.
(11) Wrong order in getting out of a canoe when three persons are in it.
(12) Speeding—bumping into other canoes.
(13) Sitting up on seats in a squall.
(14) Slapping water with paddle—many are broken.
(15) Water fights in canoes—splashing with paddles.
(16) Throwing down paddles on the ground—many are stepped on and broken.
(17) Leaving wet paddles exposed in the sun—warp and lose their shape.
(18) Plunging paddles into water—often lost.

It was decided to give the list to Bill Stoqua, the Indian guide in camp, and then have him present the problem to the entire camp. No great improvement in care of canoes resulted immediately. Much better results might have been achieved had the problem been referred to individual tent groups for special discussion and subsequent consideration in sectional councils. Then the matter would have been ripe for action on the part of the Camp Council. In this way an educational process would have been more adequately realized.

II. PROBLEMS INVOLVING HEALTH CONSIDERATIONS

1. *Request by Intermediates for a Bedtime Dip.* Counselors had opposed this practice. In council discussion it was urged that the evenings were too cold for bedtime dips. There were lots of colds going around camp—better not to take any chances. The real difficulty according to the camp director was the danger of hitting one's head diving in the dark. On being asked

why they wanted an evening plunge the boys stated that they had been badly bitten by mosquitoes in the Council Ring and that had they been able to take a dip they would have felt a lot better and been able to sleep better. "Is it worth taking the chance?" the camp director asked. One camper suggested that if under extraordinary circumstances there seemed to be need for a dip that it might be left to the discretion of counselors and sectional directors who would be responsible for adequate supervision. Someone suggested "Why not see the doctor about it and get his advice?" But this was met with the statement that last year the boys had gone to the doctor about the same matter and the doctor had advised against it. The doctor claimed furthermore that there were certain boys in camp who should not be allowed to swim more than once a day and only for a short period even at that. Finally it was decided that a committee composed of the health director, the swimming instructor, the sachems and the directors of the intermediate and senior sections get together on the matter and bring in a recommendation. Their report which placed responsibility entirely in the hands of counselors and sectional directors was later adopted. No further difficulty was encountered. We have illustrated in this instance the use of the "expert" and the opportunity in camp education to get boys accustomed to factual knowledge in dealing with a situation.

2. *The Problem of Tent Feeds.* A sectional director reported that several cases of indisposition on the part of campers were directly attributable to tent feeds at night. Pies and cake, also canned goods held over after returning from canoe trips, were held to be responsible. The camp director made it quite clear that he was not personally opposed to sociable evening group feeds providing every group had the same opportunities afforded them. He asked what kind of feeds the boys most preferred. Candy feeds, marshmallow roasts, watermelon feeds and "hot dogs" were suggested. One member of the staff proposed that a committee be appointed to see the camp dietician on the matter and report back. The committee reported at the next meeting and as a result a "standard tent feed" menu was adopted consisting of toast, butter, marmalade and cocoa. Everyone seemed perfectly satisfied. The custom later was introduced of providing this food in a central lodge in the camp

where anyone might go in and enjoy it around the fireplace. Here again is an occasion in which the "expert" was introduced to counteract the tendency on the part of boys to discuss problems largely on the basis of opinion.

III. Problems Involving Safety Considerations

1. *Risk-taking in Canoes.* It was reported that one counselor on a canoe trip had shot rapids with his boys. The council discussed the seriousness of such risk-taking on canoe trips. The camp director described in detail the tragic results of a similar lack of discretion in connection with a canoe trip made by a party in another camp with whom some of the campers on the council were already familiar. This narrative had a profound effect. It was decided that the camp director would speak to the entire camp regarding the seriousness of risks, also that when the damaged canoe returned to camp that he would talk more definitely to the counselor in charge. A repetition of this sort of performance has not been known.

2. *Swimming in Different Sections of the Camp.* Privilege to swim in their own section was requested by both Senior and Intermediate camp councils. The matter was referred to the Camp Council for final consideration. A summary of the discussion follows: If swimming were allowed in the Senior Section, how about swimming instruction? In reply to this query someone suggested that if any of the Seniors wanted instruction they could go down to the main dock. Another camper stated that it was understood, of course, that the counselors would be in charge of any swimming in the section. One member of the council questioned whether the Seniors got very much swimming instruction in any case. The reply was that the special instructor in advanced swimming and diving was doing a good job. Finally it was agreed that the privilege be granted the Seniors, but that it be forfeited if life guards were not used to supervise the swim.

This precipitated a similar request on the part of the Intermediate representatives. It was pointed out by the sectional director that there was no place in the Intermediate section to centralize guards or instruction, that the docks were not adequate and that the shore line was not good. The Intermediate camper representative, however, insisted that all the boys would certainly like to swim in their own section. A camper suggested bringing old docks and adding them to the ones already there. The point was raised that many Intermediates had not passed their swimming tests, and also that if they were to have swimming in their own section it would eliminate diving instruction. The camp director suggested that until better sectional facilities could be had perhaps it would be best to come to the main dock for swimming and diving. His suggestion seemed to express the will of the group. The next few days saw great activity along the Intermediate water front.

IV. Situations Relating to Program

1. *Question of Better Hikes.* Boys seemed to feel that when a hike was announced it gave the impression that it was just a short trip back into the woods without anything very attractive about it. The sectional directors stated that they wondered why so few boys went out on hikes on their own initiative. The council then discussed how hikes might be made more appealing. The following suggestions were offered:

(1) That we emphasize campcraft for the next two weeks and use hikes as the basis for instruction.
(2) That each section go off for a whole day into the bush with Bill Stoqua, the Indian guide.
(3) That such hikes leave camp immediately following breakfast, cook dinner out, and return in time for supper.
(4) That new trails be explored.
(5) That a Nature specialist accompany each hiking party.
(6) That some of the parties try to find their way through to Smoke Lake, Rainbow Lake, Drummer Lakes (other nearby lakes were also suggested).
(7) That the Senior council be asked to consider blazing the trail through to Smoke Lake, pointing out that this would be a welcome contribution to the camp as a whole.

This illustrates a rather complete group process. The council felt a problem, analyzed its elements, canvassed possible solutions, decided upon a "way out," specified definite plans for carrying out their decision, and later executed their plan and judged the outcomes.

On the Trail

Returning to Camp

2. *Problem of Camp Cleanliness.* The problem of camp cleanliness was brought to the attention of the Council by one of the divisional directors. Various methods of raising the standard of cleanliness throughout the camp were proposed ranging from the prosaic clean-up to constructing special waste receptacles with large funny faces painted on them, mouths wide open, and the sign "Feed me, I'm Hungry." A plan to form a Klean Kamp Klub was finally adopted. Every camper and counselor walking past a piece of waste paper on the ground would have his "goat gotten." Anyone who got three goats would be entitled to membership in the "3 K's."

On another occasion when this matter was up a committee of "surveyors" was named to stake out the camp, alloting a certain "mileage" to each tent group, and a grand camp clean-up was enthusiastically and playfully undertaken. The "Whaling Expedition" is another variation of this play approach. Each of these methods, it will be observed, offers little more than temporary stimulation.

Reconciling Educative and Executive Demands

The problem of adjusting the requirements of a project program and the demands of the business manager of a camp is one which should be thoroughly resolved before camp opens. This does not imply that a program carried on in accordance with newer educational principles is necessarily more costly. It does mean, however, that the educational policy of the camp should be clearly recognized and thoroughly integrated with the financial policy of the camp. It means that an adequate budget for a flexible educational program should be provided. It means, furthermore, that a group of campers intent upon carrying through an undertaking involving the use of lumber, roofing, tools, nails, and so forth, should be as free to call upon the business manager of the camp as though he himself were actually directing the construction of their cabin or lean-to. We have been fortunate at Ahmek in having a man at the head of the business department who is an enthusiastic educator as well as a business administrator.

Each year very real problems arise. For example, one of the sectional councils decided that they wanted to build a dock for the section. The matter was referred to the Camp Council. A committee was appointed to see the business manager. Before adjournment, however, the business manager dropped in on the meeting. The council decided to take up the matter of the dock for the Bantam section with him there and then. The chairman of the committee stated his case. The boys felt that they needed a dock down in their section. In the first place there was no proper place to beach canoes that were being used in the bay. In the second place it was too deep to take their soap baths at mid-day and they felt a wharf would be just the thing. And in the third place they figured that once they got a dock built they could have their own diving board and use it for their morning dip. After the camper spokesman sat down, the sectional director supplemented his remarks and the business manager was asked for his reaction.

A number of things were involved. He was frank in stating his position and explained that if after they had given the matter due consideration they still felt it was a wise undertaking that he would gladly cooperate. Then he stated his position. He was quite candid in saying that he did not feel that a dock was needed in the Bantam section. Other docks in camp were needed more urgently. He pointed out the need of more slips for the dinghies. He had the group pause a moment to look out through the cabin windows to see several boats moored to a dead tree out in the bay knocking together in the wind. He questioned whether the boys could not do a much better and more permanent piece of work if instead of trying to build the dock themselves they would work on the docks in the main section of the camp along with the carpenters and loggers and actually learn how to handle themselves in such a job. Then they would know how to go about building a dock that would last. He reminded the council that there were hundreds of pounds of nails and hundreds of feet of lumber floating around the lake, the relics of docks of former years, made by campers whose thought was merely confined to the present and who would not pay the price of doing a real job well.

The matter of expense was considered. All these points were thrown in not by any means as settling the issue, but as elements in the situation to be considered wisely. Chubby's[1] dealings with the boys were always so friendly and fair that they received his point of view with the utmost sympathy and consideration. Two days of thoughtful debate ensued. Finally they decided not to proceed with the dock and a more compelling activity soon engaged their enthusiasm.

The experience of being held up in the process of planning this dock project and of having to face the real issues involved was in itself an experience of genuine worth.

DIFFICULTIES AND LIMITATIONS OF COOPERATIVE METHOD

In evaluating cooperative control as it has been developed at Camp Ahmek several difficulties encountered and certain limitations of the method need to be set forth. Those of us who are concerned with the continued application and perfection of the "project method" must frankly confront these potential dangers.[2]

(1) The shift in method occasioned by the inauguration of cooperative government procedure at Ahmek was extremely difficult for some directors and counselors associated with the camp. "Can you feature these youngsters being turned loose to plan their own program? Why, they would want riding every day! They may know what they want, but they certainly don't know what they need. I can't see this business of letting kids decide such things for themselves." Such monologue was typical of the early attitude of certain members of the staff. The inevitable rejoinder, "Where did you get the notion that that is the idea of cooperative control?" suggests at once the plight and the problem confronting the contemporary advocate.

The successful application of a cooperative technique in a summer camp involves an unbelievable amount of education of counselors and members of the staff. Developing an attitude of open-mindedness and hospitality to experimentation is a prime factor in any such undertaking. Reliance, approaching a fixation, on arbitrary and competitive methods for stimulating group spirit and group enterprise, is not easily broken down.

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[1] The nickname by which the business manager was familiarly known throughout the camp. It is rather amusing to note that some camp directors do not allow nicknames of this kind to be used in their camps.

[2] See Chapter XI, p. 228, for an outline device by which to check the extent of Cooperative Participation and Control in a camp.

One of the greatest difficulties from the standpoint of leadership is that with the adult controlled process it is much easier to have adults make the decisions than to have to share the process with those who are less mature and more ignorant. It is this subtle psychological factor that makes it difficult for most "teachers" to transcend the former method and actually give their pupils a chance to practice thinking, planning, purposing, deciding, carrying responsibility and judging themselves. The attitude and spirit of cooperation is the important thing. The machinery of cooperative control is only one medium through which it may find expression.

(2) Program may gain momentum more slowly under cooperative procedure. Naturally a minimum of delay in getting the program under way is a desirable objective. Program directors following this plan need to facilitate group planning to the utmost. Devices calculated to prime their thinking, stimulate their imagination, and arouse aspirations should be liberally used during the first few days of camp. Resources, and material, must be in readiness for instant reference. Experience has demonstrated that a program developed through cooperative process demands even greater preparation on the part of the camp leadership than programs of the scheduled and prescribed variety.

(3) A third danger involved in using this procedure is that the efficiency and smoothness of the program may be somewhat diminished. Those of us who have erred most in this respect have probably done so deliberately. We have about reached the conclusion that the more smoothly the program is run the more negligible is the character product

of the camp.[1] The claims of efficiency, epitomized in the rustic motto that sits on the desk of one camp director in America, "Not How, nor Why, but Didja?", seriously underestimate the more fundamental educational claims of effectiveness. There is real virtue in making haste slowly when purposeful participation and the consequent growth of campers is the ultimate goal.

(4) A fourth practical limitation of cooperative camp government is the restricted degree to which camp government is applicable to younger campers. How else, however, can we determine the capacity of boys at different ages to make plans, carry responsibility and judge outcomes than by actual experimentation? The following report and evaluation submitted after observing the activities of the Incubator councils (boys 6 to 9 years of age) for an entire camp season presents this situation rather vividly.

> The common procedure in planning program is as follows: a sheet of paper is filled in with the days and instruction periods, etc., of the week; with this outline in view, suggestions for program are asked for and the big events of the week are written in; then, when the high spots have been mapped out, the council goes through the week day by day, filling in the instruction periods. The boys know what they want and, with few exceptions, all that is necessary is to point out when certain subjects have been placed too close together. Occasionally it was necessary to suggest classes which they had overlooked in order to fill in a period or two, but for the most part the only guidance was in placing the classes.
>
> At the early meetings, there were frequent recommendations and suggestions concerning quiet in the morning, swimming, trips, etc., but these usually came as a result of suggestions and cannot be considered entirely spontaneous. The Pirate Ship cruise came via the suggestion route inasmuch as it was the first and they had no knowledge of the procedure. The war canoe trip came entirely from the boys since the counselors were by no means enthusiastic.

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[1] Cf. Gregg, Abel J., and Brandenburg, E. W., *Christian Citizenship,* Vol. 5, No. 8, April, 1926.

In the council meetings the boys had little part except for verbal suggestions and demands. The writing was done for them because some could not write legibly and all wrote exceedingly slowly. At the first meeting an attempt was made to have one boy keep the minutes but the results were not worth the effort involved.

The boys claimed in most cases that they had consulted the rest of their group concerning program likes and dislikes and frequently this was quite true. The percentage coming via the group and percentage involving the sagamores' own likes and dislikes varied greatly with the boy. In certain cases the percentage coming from the group was as high as 75 or 80, with the personal element almost submerged. In others, it was obvious that a like or a dislike was nearly 100% personal.

About half the boys were indifferent or openly disliked the meetings while the rest found them interesting. Some few boys requested extra meetings.

(5) By far the greatest difficulty encountered in cooperative procedure is the camper himself. Boys when they come to camp are often unprepared to take the opportunity seriously. In many cases they have never experienced such an opportunity before. They act very much as a small child when a strange new toy is produced for the first time. Their tendency in dealing with minor discipline problems to use punitive methods may also be explained on the basis that frequently such methods are the only ones they know. This difficulty is not so much a limitation as it is a challenge. Campers are going to learn how to live in a democratic society only as they are permitted to practice cooperative control in a democratic society. The summer camp has an obligation at this point.

VALUES IN COOPERATIVE CAMP GOVERNMENT

The values which result from encouraging campers to share in the conduct and control of camp are no less real than the limitations which we have just examined. They are undoubtedly reflected in the rating measurements discussed in a later chapter.

(1) Cooperative camp procedure is based ultimately on camper interests and purposes. This is a prime requisite of effective learning.[1] Purposefulness that at once fixes a worthy objective and provides the natural incentive for its realization, given helpful guidance, can only culminate in rewarding outcomes. The sense of proprietorship, of belonging, of being the cause for some significant action or undertaking, and the enthusiasm and readiness generated through participation in camp government, cannot easily be evaluated.

(2) Cooperative camp procedure gives large opportunity and practice for thinking, planning, deciding, carrying responsibility, executing and judging. This again utilizes the essential method of an educative experience.[2] "Many camps relieve boys so entirely of self-initiated responsibility and subject them so closely to standard rules authoritatively applied that they warp practice and get negative return when the boy is again his own free agent." [3] An increasing number of camps throughout America, however, are demonstrating the effectiveness and educative values of a democratic camp experience.

(3) Cooperative camp procedure provides actual practice in democratic citizenship. "Full education," writes Dewey, "comes only when there is a responsible share on the part of each person, in proportion to capacity, in shaping the aims and policies of the social groups to which he belongs." [4] The camp situation affords unusual opportunity for experimentation in democracy. Campers learn more concerning the nature of law and regulation,[5] con-

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[1] Cf. Kilpatrick, W. H., *Camps and Camping,* 1926, pp. 64 ff.

[2] Cf. Dewey, John, *Democracy and Education,* Chapter XII.

[3] Gregg and Brandenburg, *Christian Citizenship, op. cit.*

[4] Dewey, John, *Reconstruction in Philosophy,* p. 209.

[5] Lieberman of the Pioneer Youth Camp, speaking before the New York section of the Camp Directors Association, gave a good illustration of this. One of his campers stood up in the camp council and said, "I move that we have a postoffice in camp." But they found that that was impossible. They had the U. S. Government to figure with.

cerning respect for the opinions and interests of others, and concerning the processes of group behavior, through participation in the actual control of the camp society than by any amount of academic instruction or moral preachment. An analysis of probable learnings resulting from participation in cooperative camp government comparable with those which we have made of other activities and experiences within the camp might prove valuable at this point. Some of the learnings which occur to one immediately will serve to demonstrate something of the vital significance of the cooperative process: A boy may learn why rules and regulations are necessary in social living; he may learn some of the difficulties involved in formulating regulations which are satisfactory to everyone; he may learn why everyone cannot do exactly what they want to do in society; he may learn that facts as a basis of action give better results than thoughtless action; he may learn that to consult experts for advice is a valuable practice; he may learn that if a group shirks responsibility it is affected by the outcomes.

(4) Cooperative camp procedure has the decided effect of increasing and intensifying mutual respect and confidence between campers and members of the staff. The cooperative camp maintains a higher standard of morale than the autocratic type of camp. Hartshorne and May[1] have found that in private schools where there is a large degree of pupil participation and cooperative sharing in government there appears to be less deceit practiced than in the average public school. This probably is true also of summer camps. Watson found that camps operated on a cooperative basis rated highest in terms of character accomplishment.[2]

Our cooperative scheme of government in camp represents the way in which each member of the community shares according to his ability and experience in the total community life. Most of the elements which are involved in any sort of community are present in the camp community. It is difficult to over-estimate the significance of this cooperative process in camp—and it applies to all the relationships of leaders with campers and not merely to the machinery of cooperative government—in equipping persons to live as responsible and participating members in a community.

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[1] Hartshorne and May, *Studies in Deceit.*

[2] Watson, G. B., *Some Accomplishments of the Summer Camp,* p. 18.

CHAPTER VII

CREATING DESIRES FOR THE HIGHER VALUES

"Science and worship are partners, but each has its own work to do. We value science in proportion as it gets results—but it is in the experience of worship that we realize what results we want."—HARTSHORNE.

The educational ideal of Ahmek assumes that effective social living involves sensitiveness and loyalty to the higher social values. A constant endeavor is made to develop in boys an appreciation of persons as the supreme values in human life. The task of stimulating motives and purposes which center in these higher values is not an easy one. It is a process of motivating boys so that they *feel* that the things of greatest significance in life are tied up with the happiness and welfare of persons, and *want* to act in all situations in a way that the interests of all the persons affected are furthered. The crucial test of any camp lies in its ability to equip its campers with the desire and the method which will enable them to achieve and enrich the best values of their group. This chapter considers some of the methods employed at Ahmek in stimulating desires in boys for the achievement of these higher or larger social values.

In approaching this task at Ahmek our dependence has not been on a program weighted with so-called "religious" activities. Our reliance has been rather in the direction of intensifying into occasions of earnestness and social importance the normal, everyday experiences and incidents within or directly impinging upon the life of the camp, and of rendering explicit and operative in conduct meanings and values hitherto implicit and without functional bearing upon present behavior. This has involved the employment of methods which are designed to build emotional attitudes around those social concerns of the camp and life of the greatest significance.

IN THE TENT AND CABIN GROUP

"Family hour" just before taps provides a most intimate and favorable occasion for creating desires for the higher values, although we have not yet begun to realize its possibilities. It is hard to escape the "hold over" of the older religious or theological conceptions and achieve a thoroughly natural approach to the life-experiences of the boys.

A few counselors deliberately encourage their groups to decide upon a central interest or series of problems to discuss during the summer. In such cases study courses are introduced.[1] Questions of a true-false or multiple choice character prepared around a particular problem are frequently used as discussion primers.

An ever-growing number of counselors are becoming skilful in seizing upon actual situations and experiences within the life of the camp and the group as the basis for discussion and evaluation. Here we have a genuinely indigenous approach to the task of creating desires for the higher values. Boys are guided in appraising the many things to which their time may be devoted during the camp season. The activities of the day may be reviewed and accomplishments and failures estimated. Many issues and concerns spontaneously arise as boys discover that these informal bed-time chats do help to increase their satisfactions and happiness. Questions which involve the relationships of boys and groups abound. What attitude should be taken toward some unpopular boy, or toward a boy who does not assume his share of responsibility in the cabin, or toward the fellow who persists in making a noise before the rising bell? Questions about smoking, prayer, girls, life work and education invariably arise among the older boys. The counselor's task is to stimulate the processes of analysis and evaluation; to help uncover facts, to see that consequences of different modes of action are considered.

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[1] Study courses that have been used to advantage are: Neuberg, M. J., *Right Living;* Ure, Roland W., *A Boy Camper's Problems.*

Many of the problems which are implicit in Ahmek's principle and scheme of cooperative participation and government are faced in this evening discussion period.[1] The higher values in "politics," that is, in the organization of government as a means of securing the good life for the group, are realistically discovered.

One group found an old copy of *Life* in which there was a cartoon showing a group of wounded veterans of the Great War gathered together in one ward of the hospital, listening in on the Dempsey-Tunney fight. Under the cartoon was the title: "The Loud Speaker: 'We are now at the ring-side for the most important battle of the century.' " One member of the group was gripped by the irony of the picture. A real discussion resulted. The campers were confronted with the utter futility and mockery of war. Human values stood out in relief. Prize fighting underwent a ruthless evaluation. A cartoon from *Life* had launched that group upon a quest for perspective in life values.

An Intermediate group faced with the problem of a clique within their section spent several nights figuring out how the clique happened to be formed, what the probable effects would be on the individuals in the clique and upon the camp at large. In the course of the discussion, the clique was compared to a gang. One of the boys was particularly impressed by the fact that gang members do not "peach" on one another even in the face of death. This led to a consideration of whether or not loyalty to one's deepest convictions or to the larger social group was not more to be desired than loyalty to one's particular group.

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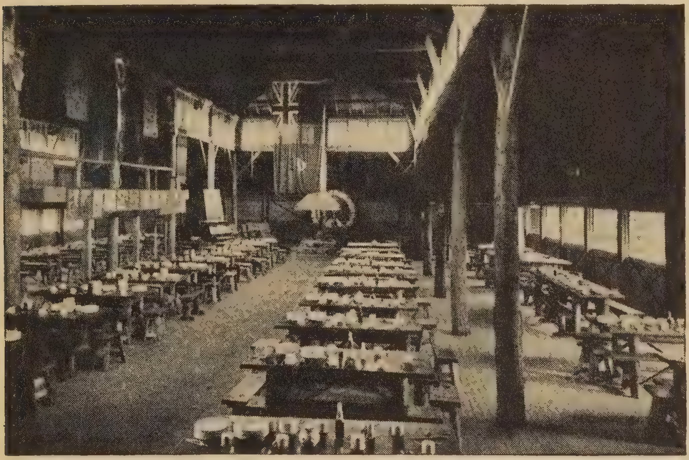
[1] See the samples of problems listed in Chapter VI.

The camp telescope in the case of one group evoked an experience which awakened a dormant spiritual capacity. Some saw new meanings and new values in life as a result of looking at a drop of slimy water from Hickey's lake through the camp microscope. In one group in which one member was a Chinese boy, social distance was annihilated and a profound sense of man's unity and interdependence developed among the members of the cabin.



INTERIOR OF THE DINING LODGE

IN THE DINING LODGE

Morning talks by the camp director at Ahmek have become one of the strongest forces within the life of the camp. If there is one place where the Chief contributes more than another it is in his unusual ability to clarify and grip campers with the camp ideal, to compel a vigorous loyalty and enthusiasm, and to generate desire and courage for its achievement. These informal after-breakfast talks stress the idea of growth, opportunity for achievement, learning to live with others, the Jesus way of life, clean speech, playing fair with one's parents, building up courage in learning to dive, being decent to the other fellow, and so forth.

If we were to include here a verbatim report of any of these talks, only an injustice would be done. Words cannot capture the content or significance of those rare moments in the experience of the camper. The Chief's voice, his pauses, his posture, his hand invariably gripping someone's shoulder as he talks, the silence of the lodge as three hundred heads rest upon folded arms on the tables, music, and fellows thinking of some one thing they are going to accomplish that day, all these combine to make up an experience that evades description. The following comments by staff members, though highly impressionistic and subjective, afford some indication of the effectiveness of these talks.

"After the Chief's talk regarding playing fair with one's parents, Allen J—— went out and got into activities as never before." (Counselor)

"After the Chief's talk on clean speech, several boys came to me—a sort of confessional." (Associate Director)

"After the Chief's talks on diving and building up courage, good results followed. Campers went out determined to do some one specific thing that would develop daring." (Swimming Director)

"After one of the Chief's talks in which he stressed being decent to the other fellow, the boys in Don A's—— tent decided to try their level best to be decent to him. Don is a bully and a show-off and the fellows don't naturally like him, but after the Chief's talk they would even give him their own things and went out of their way to be extra kind to him. This lasted only for a few days." (Counselor)

"Some Seniors make it a point to leave before the talks start." (Counselor)

"No effect whatsoever on Inkie group." (Counselor)

As a result of frankly evaluating[1] the morning talks in camp, the following five recommendations were made by the counselors and section directors:

1. Talks must deal with specifics
2. Talks should not come every morning but should be "sprung" occasionally.
3. Other members of the staff in addition to the camp director should be used to give the talks.
4. Talks should be fairly short and should deal with one point only.
5. Counselors should follow up the talks consistently.

SUNDAY IN CAMP

A special procedure is used on Sunday mornings in camp. We have come to call it the Sunday "adjustment" period. It is a non-theological stimulus to make Sunday natural but different. The Chief's talk Sunday mornings usually reviews the experiences of the week. Actual concrete successes and failures, aspirations and purposes within the camp are analyzed and in such a personal way that the talk resembles more an intimate, face-to-face interview than anything else. Toward the close of the Chief's remarks, the pianist or the violinist is requested to play a selection as a background or stimulus to the thinking of the group. Handel's "Largo," Grainger's "Londonderry Airs" and Schumann's "Nachtstüch" are special favorites on Sunday mornings. While the music is being played, campers, counselors and directors, each in the solitude of his own thoughts, consider those deeper meanings and attitudes of the camp as symbolized in the "Ahmek Spirit" and the "Ahmek Way" and how they can adjust their attitudes and actions so as to help realize the highest hopes and purposes of the whole group. This Sunday "adjustment period" seems to be the functional equivalent of worship and prayer.

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[1] A further test of these after-breakfast talks is to be seen in the changes in behavior as recorded on the Behavior Rating Scale. In Fig. 6, p. 281, it will be observed that the behavior items in which most improvement was noted correspond closely with the points stressed in the talks given by the Camp Director.

MUSIC IN CAMP

Music as a part of the dining lodge program is an important factor in creating desires for the higher values. Piano, violin, saxophone and vocal solos, besides the community singing itself, are regular features of the noon meal-hour program. In an instant the whole atmosphere of the dining lodge can be transformed. "Country Gardens" by Percy Grainger, a snatch from McDowell, Debussey or Dvorák, a prelude from Chopin or a Beethoven sonata, cast an unmistakable spell over the whole camp. Music in camp is not an embellishment but a part of its very life. It reflects itself in the relations of the campers one with another.

Twilight musicals or recitals for Intermediates, Seniors, and counselors each Sunday evening and at other special times by request have become a tradition at Ahmek. They are anticipated each week with an unusual eagerness. The musicals are held around the big open fire in the recreation lodge overlooking the lake in full view of the "sun toying with the tresses of the evening star." A complete hour's program is given on these occasions. Selections are prefaced with remarks concerning the circumstances under which each piece was written, something about its composer, a verbal picture or description of the meaning of the composition, and occasionally, as demanded, some elementary facts concerning more technical or historical aspects of the number in question.

One evening during one of these musicals, one of the counselors was struck with what to him was a completely new idea. He was sitting beside a Japanese boy, who had just a few days previously arrived in camp. He spoke English only brokenly. The counselor could not help noticing how fully Akira seemed to enjoy the music. It made such an impression on him that he stood up and spoke to the little group that had gathered around the fire. As if catching the mood of the moment the pianist drifted into a second subdued rendering of Schumann's "Nachtstüch." Here was a language universal! Akira understood it even though he had difficulty understanding ordinary conversation. Music for that group that night acquired a new dimension. And later a number of the boys who remained to chat by emberglow decided that friendship and kindliness shared the same universal quality. They could not all be musicians but they could all be friendly. Music and friendliness took on new value in the eyes of that group. Theirs had been an experience of worship. Like a ship in a lock they had entered an experience to emerge at a higher level.

None of our camp songs articulate the deeper purposes and values that underlie the camp objective or ideal. For praiseworthy examples of what has been accomplished in this direction we point to Mary E. Edgar's well known Camp Hymn [1] and to the creative work of Geoffrey O'Hara at Medomak in developing a campers' Grace.[2] It would be interesting to know if any of the suggestions contributed to the Medomak "Grace Before Meals" contained a reference to the camp cook or to the labor of men the world over in providing food for the campers. How much is it a pious reflection of stereotyped forms of grace in the home? How much is it a realistic appreciation of the common heritage? Does it sensitize campers to their debt to those who toil while they holiday?

CHAPEL AT CAMP

Chapel at Ahmek resembles a cathedral, so lavishly has Nature endowed it with Gothic charm. Located across the bay on a gentle sloping island it presents the appearance of a small amphitheater surmounted by the spires of great

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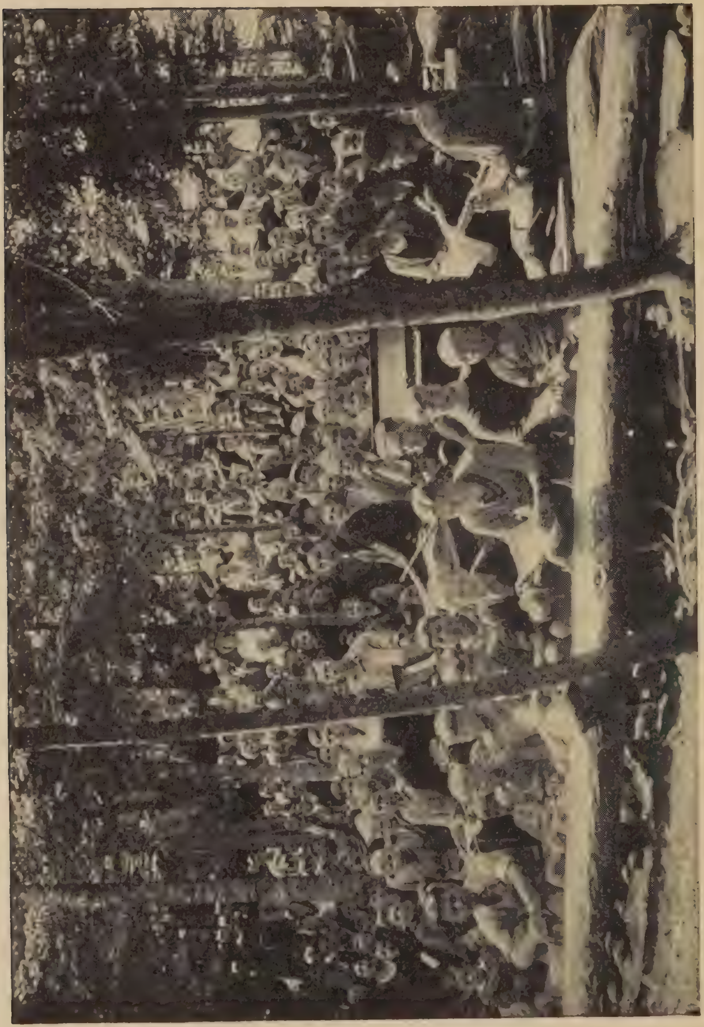
[1] We have special pride in this camp hymn inasmuch as the composer of the music to which it is sung, James Edmund Jones of Toronto, Canada, has been intimately related to Ahmek for many seasons.

[2] Poland, Frank E., *Camping*, Vol. III, No. 12, Dec., 1928, p. 1.



Chapel Service at Ahmek

northern pine. A rustic pulpit and rude benches constitute its modest equipment. Every canoe is pressed into service Sunday mornings and the mainland is left deserted as the camp bell tolls the chapel hour, and chimes cast their mystic spell over the lake.

Chapel has a notable function to perform. It is the formal center within the camp where the highest aspirations and the deepest needs of the group find common expression, where life's meanings and values are reconstructed and refined, where specific problems of conduct are deliberately faced with reference to social consequences, and where the attempt is made to sensitize the individual to the claims of the spiritual ideal and the modern task of religion.

No one is set aside within the camp organization as director of religious education, or padre. The chapel is organized as the camp church, giving actual experience to the campers in organizing and running a church enterprise. The chapel committee is appointed by the Camp Council and its responsibility is to administer the chapel services, select the "minister," plan the program, allocate ushers, care for properties and dispense the moneys received through the Sunday offerings.[1]

A different speaker from the staff is selected for each chapel service. Usually two persons are chosen, each to give a fifteen-minute talk. The subjects are left entirely for the speakers to determine.

Chapel at camp is as joyous as it is dignified. It is not a mere ceremony, it is an intrinsic part of the life of the camp.

Just as the summer camp is free from some of the limitations characteristic of conventional academic institutions and practices, so it is equally free from some of the limitations of conventional religious institutions and practices. This has several significant practical implications.

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[1] For the past two seasons Ahmek Chapel offerings have been used to help build up a more adequate plant and equipment at Camp Bolton, a fresh air camp sponsored by the Toronto Neighborhood Workers Association.

(1) The camp can confront its campers with a modern scientific world view. It can replace religious instruction and worship services that are sapped bone-dry of intellectual and emotional content with experiences that are intellectually respectable and that tie up with the scientific knowledge a boy meets in school.

(2) Theological concepts and terminology meaningless to boys may be eliminated from use in camp, whereas in the average church they provide the chief vehicles of "religious" communication. To insist that boys use Thee's and Thou's, the Holy Ghost, and the Trinity, is often to neutralize a whole religious experience. To deal with an interpretation of life in terms that are at once natural and real is to make possible a conception of religion that is meaningful, vital and growing.

(3) The extreme mystical or evangelical tendency to stimulate emotional experiences for their own sake, "to substitute a certain luxury of the emotion for the organization of life," [1] may be completely eliminated.

(4) The closely related tendency of placing a disproportionate emphasis on beauty and æsthetic enjoyment, of substituting beauty for worship, constitutes a more formidable danger to the development of highly socialized attitudes. Much of our modern "worship" is a retreat from the realities of life rather than a challenge to the remaking of life at the points where it is now inadequate.

> "Just as genuine art has been employed to build and adorn mansions for wealthy social parasites, so unquestionable improvement in the conduct of religious services, and unquestionable deepening of religious feeling, might be incidents and even instruments of social decadence." [2]

Worship, like poetry, must reflect in its spirit and content actual contact and insight into life conditions, the crude and hard as well as the beautiful and harmonious. Poets do not confine their poetry to hyacinths. They sing also of bread and the lack of it:

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[1] Soares, Theodore Gerald, *Religious Education,* p. 293.
[2] Coe, George A., *Journal of Religion,* Vol. 3, p. 29.

"Open my eyes to visions girt
With beauty, and wonder lit—
But let me always see the dirt,
And all that spawn and die in it."[1]

(5) Conventional religious worship is excessively formal. Much of it is contained in ritual and administered by professionals. It is restricted to conventional sources as the Bible, hymnals, selected responsive readings and so forth. In camp it is possible to place worship on an informal and cooperative basis. Unconventional sources can be utilized as, for instance, a cartoon from *Life,* a newspaper clipping, a passage from the Koran, the camp telescope, an I. W. W. hymn, or a lunar eclipse. Leadership can be rotated within the group rather than invested in or monopolized by a "religious specialist." New hymns, ritual and symbolism may be produced out of the actual life of the camp community.

GITCHIAHMEK ORDER

An illustration of the development of symbolism around the camp purpose or ideal is found in the establishment of an inner circle order in the camp during the summer of 1923. The members of the cabinet constituted the charter membership. The purpose of this Gitchiahmek[2] Order was to develop an inner fellowship among the staff and older campers composed of persons who placed the Ahmek Spirit central in their thinking and in their conduct. Each new member was inducted into the first lodge, the Wahtes-Westah or Baby Beaver Lodge of Tribe of Ahmeks, with fitting ceremony. A beaver cutting was given the newly elected brave. An Indian name, the highest honor that can be conferred upon an Ahmek camper, was bestowed upon braves admitted to the Umisk-Westah. Only counselors and campers who demonstrated unusual qualities of character gained this much coveted recognition. Names were conferred in a very simple but impressive ceremony in the Council Ring after the camp itself was asleep.

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[1] Untermeyer, Louis, *Challenge.* The Century Company, New York.

[2] Ahmek is the Indian name for beaver. Gitchiahmek means the big beaver.

Over-anxiety not to offend individual members of the staff and campers led to abuses of the plan. While the membership was rigidly scrutinized and standards rigorously applied, nothing in the camp exercised a more powerful influence. But with a too hasty and indiscriminate inflation of the membership during the fourth season, some to whom it had meant the very heart and inner spirit of Ahmek, lost interest. In 1926 the Order was discontinued. Even yet, however, there is a strong feeling among some members of the staff that the Order should be revived. After liberal allowance is made for the disadvantages and limitations of such a scheme there is still much to be said in support of its large potential influence in motivating conduct in terms of the highest values of the camp.

OPENING AND CLOSING CEREMONIES

On the first Sunday evening of camp each section meets for a special Opening Ceremony. A strong box containing the tribal records of last year's camp is unearthed and the documents read and handed over to the new groups making up the new camp. In this way the traditions, achievements and aspirations of Ahmek are handed down as a challenge and inspiration to each new generation of campers.

Toward the close of camp each group prepares its chronicle for burial in the Council Ring. Some of these documents are works of art. Each parchment contains the name of the group, the names of its members, its song or tribal yell, a sketch of its totem or crest, a list of its accomplishments for the season, both group and individual, suggestions as to how the camp might be improved, statements of what the camp has meant to the members, resolutions for the future and a special message for the group of campers who will succeed them the following summer. The sachem, or someone specially appointed by the group, reads the record to the section. After all the records are presented in this manner, the Chief places them in a strong box and they are buried by the great fire in the Council Ring. Only those who have witnessed a Closing Ceremony in camp and have raised their voices in singing for the last time the Omaha Tribal Prayer, "Wa-kon-da dhe-dhu, Wa-pa-dhin a-ton-he." ("Father a needy one stands before thee, I that sing am he"), can know the deep meaning of such an hour. When the snows of winter cover the Council Ring, thoughts of campers find their way back to that spot where their buried best lingers as a challenge throughout the year.

These simple ceremonies are important means in the transmission of camp traditions, ideals and spirit. They stimulate individuals and groups at the beginning of camp to aspire for high and difficult goals. They help crystallize at the close of camp the significant camp experiences for life.

CAMP AS A PROJECT IN RELIGION

When we think of education as the business of equipping persons to share cooperatively in the enrichment of the common life, we at once identify it with the central purpose of religion, and worship then becomes the experience in which one achieves fellowship on the level of the highest values, ideals and aspirations of his group. Thus interpreted, Ahmek must be regarded as essentially a religious enterprise. The total camp community represents a cooperative quest for the most satisfying and significant life attainable. To many counselors and campers, Ahmek has been their one outstanding religious experience. To them it represents a way of living—the Ahmek Way, they have come to term it—a quest for those values which are most vital and significant in the life of the camp. This religious interpretation of camp assumes that we are dealing with a living religion, a religion that is as flexible, changing, and real as life itself.

John Dewey understood what this sort of thing meant when he viewed the great Soviet experiment at close range. In recalling his impressions—and he goes out of his way to make allowance for any possible tendency to exaggerate—he refers to it as a "moving religious reality" and adds, "I feel as if for the first time I might have some inkling of what may have been the moving spirit and force of primitive Christianity."[1] Something of this same intensity and earnestness of purpose has been experienced by persons who have observed intimately some of our modern summer camps. In a bit of verse written by a parent we have preserved an impression which singularly reflects the spiritual quality of Ahmek's influence:[2]

AHMEK—THE MAKER OF MEN

Lift we our hearts to the home of our dream,
Where beauty of nature and sky's glory gleam;
Deep in the wildwoods set like a gem,
Hail to Old Ahmek, the maker of men!

Here broods the spirit of life of the age,
Here calls the future for savior and sage;
Pledge we our lives to thy spirit again—
Spirit of Ahmek, the maker of men.

We are still much more interested than skilled in the problem of creating desires for the higher values. Camp directors will do well to follow closely the work of Mrs. Sophia Lyon Fahs[3] of the Union School of Religion in New York and the experiments of Dr. Goodwin B. Watson of Teachers College, Columbia University. They are doing some significant pioneering in the field of worship as a factor in character education. Camps must match these with experiments and researches of a similar nature before we can hope to know how most effectively to approach the task of motivating campers to seek the good life.

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[1] Dewey, John, *The New Republic,* Dec. 19, 1928.

[2] Haydon, A. Eustace, *Ahmek prospectus.*

[3] Fahs, Sophia Lyon, *Religious Education,* April, 1928, also October, 1925.

Only as the desires to live in terms of the higher social values become embodied in attitudes and habits are they actually effective. Aspirations all too frequently exist in isolation from corresponding habits. The entire camp is a laboratory for building up, through practice, habits which are consonant with the desires kindled by such methods as we have been describing. The preceding chapters reveal these processes at work throughout many of the camp activities. The materials on social adjustment illustrate further the attempt to develop socially desirable attitudes and habits. The chapter on social controls in the camp shows how these social desires and purposes become incorporated in the group spirit and mores, and thus receive the support of the larger group opinion and pressures.

CHAPTER VIII

AN EXPERIMENTAL APPROACH TO BEHAVIOR ADJUSTMENT

"The real test of a normal person is whether or not he can make social adjustments. . . . The main object of education, then, is to fit an individual to become successful in his personal relations with his fellows. Any educational system which does this is doing a real service for its students; any system which makes its students less able to secure the love and friendship of other human beings is a failure."—Morgan.

Conspicuous among current tendencies in education are two intimately related emphases. The first emphasis is the stress on the equipment of the individual with effective habits of social adjustment and participation as a central educational objective. The second emphasis is in the direction of a more adequate analysis, understanding, and treatment of the individual and his behavior. Educational programs and methods to be most effective must be individualized, that is, centered in the needs and capacities of particular persons. The work of the psychiatrists, mental hygienists and clinical psychologists has amply demonstrated the necessity of studying the causal factors which underlie conduct and behavior difficulties as a basis for their readjustment. Child guidance clinics, psychiatric social workers, visiting teachers and personnel counselors in the schools, all testify to the value of a scientific approach to the development of wholesome emotional and social behavior.

THE CAMP'S OPPORTUNITY FOR BEHAVIOR ADJUSTMENT

There is a recent but increasing recognition on the part of parents, educators and psychiatrists that the summer camp may assume an important rôle in this task of developing more adequate behavior adjustments in children.[1] The kinds and degree of mental and behavior maladjustments which may be effectively treated in the camp depend upon the policy of the camp and the provision it makes in its leadership personnel for an adequate treatment of behavior problems. Every camp of any substantial size will invariably have a number of problem cases which should have the attention of a specialist in behavior problems. In addition to the few cases requiring more highly specialized attention the camp possesses an unusual opportunity for developing on a much wider scale wholesome and effective social attitudes and adjustments. Where is the boy in whom some improvement is not desirable?

In a previous chapter, seven factors inherent in the nature of the camp life and environment which contribute to this socializing of behavior were enumerated.[2] It may be pertinent to sketch here a few additional factors which bear more directly upon this subject of behavior adjustment.

(1) The very fact of a changed environment for the boy, with its new interests, companions, adult contacts, and activities, is of exceeding importance. Dr. Thom expresses the common judgment of the specialists in the field of behavior problems when he asserts that "in our contacts with maladjusted children, we find that all too frequently we are dealing with problem environments and problem parents, rather than with problem children." [3] Absence from these environmental influences enhance the possibility of effecting desirable changes in conduct. Dr. Rademacher, psychiatrist at the Cleveland Child Guidance Clinic, has found distinct advantages in dealing with problem children in the camp environment "where erratic parental discipline can be avoided and where mental hygiene methods can be carried out without prejudice or interference." [4]

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[1] See: Rademacher, E. S., *Mental Hygiene,* April, 1928; Glueck, N. H., and Shulman, H. M., *Journal of Social Forces,* forthcoming issue; Clow, F. E., *Camps and Camping,* 1928, pp. 21-33.

[2] See pp. 7-9.

[3] Thom, D. A., *Everyday Problems of the Everyday Child,* p. 44.

[4] Rademacher, E. S., *op. cit.,* p. 385.

(2) Almost as important as environmental change is the factor of a unified, controlled, and complete life experience. The total life of the boy is lived in the camp. There is no conflict of conduct patterns and pressures of home, school, gang, or other group. Not only is there this thorough integration of the boy's experience, but the patterns and stimuli for his behavior are virtually under complete control. No other situation lends itself more readily to complete environmental control and unity at the same time affording the fullest opportunity for the boy to satisfy abundantly all of his basic wishes, emotions and interests. A jail or reform school gives completeness of control, but the chance to express and develop the gamut of human emotions and desire is decidedly limited.

(3) The unified and controlled environment also makes possible a constancy and thoroughness of observation, essential for both diagnostic and remedial purposes, which cannot be secured in many other situations. Case workers for the juvenile court, clinical psychologists and visiting teachers all seek a completeness of knowledge about the behavior of the child in the various areas and relationships of his life experience. In the camp the responses of the boy to the various activities and situations of the entire day may be carefully observed and recorded.

(4) The intimacy and informality of the relationship between the boy and the counselors and other members of the camp personnel is a distinct asset in a program of social adjustment. Counselor and boy engage together in pursuits which evoke the whole-hearted interest of the boy. The behavior needs of the boy are quickly revealed in the ceaseless, shuttle-like give and take of camp contacts and interactions. An understanding and diagnosis of the social needs of the boy which in some circumstances might require months to achieve, may often be secured in the camp in a few days. When the psychiatrist or psychologist needs intimate contact with the boy for the purpose of diagnosis or guidance, it can readily be established on a natural and

friendly basis. Activities which are rooted in the strongest interests and motives of the boy may easily be provided as part of the program of readjustment.

(5) The total atmosphere of the camp is conducive to wholesome social attitudes and conduct. Leadership is positive, sympathetic, cooperative and understanding. Taboos, prohibitions, erratic control and harsh treatment are reduced to the minimum. Embodied in the camp ideal or "spirit" is the attitude of being fair and helpful to the other fellow, even to the unlikable boy. One boy with meagre mental capacity and some serious physical defects thought camp was "like heaven." He had become so accustomed to the ridicule and teasing of boys that he hated to leave camp for home at the end of the summer. Boys may be protected when necessary from the most severe "bumps" and conflicts until they are better able to withstand them.

These various factors then contribute to the opportunity of the summer camp as an agency of behavior adjustment; a change from the social habitat in which the behavior difficulties have been developed; freedom from erratic or unwise parental control; a controlled, unified, complete and socially wholesome environment; the possibility of constant observation; a sympathetic and understanding leadership; and an atmosphere which is unusually conducive to helping boys find the joy of cooperative endeavor and the sense of mastery and achievement.

Limitations of the Camp as an Agency of Behavior Adjustment

The limitations of the summer camp as a medium for achieving more effective social behavior are perhaps more obvious. Some of these drawbacks can be transcended with the improvement of methods that comes with growing experience. Others are more deeply rooted and may be inescapable. Life history and case study data necessary to throw light on the more serious behavior problems may be lacking. This need may be met by securing more complete information from parents, schools, doctors and others before the boy comes to camp. The shortness of time, nine weeks at the most, in which to establish new attitudes is another serious shortcoming. The extent to which newly rooted attitudes and habits may be expected to persist when the boy returns to his former and perhaps unwholesome surroundings, is an unanswered question. Can the camp director take parents fully into his confidence with respect to the behavior needs of their boys and seek their cooperation in carrying out the necessary measures of reeducation throughout the year? Here is Albert, the son of a wealthy business man, pampered by an indulgent father, subjected to erratic control in the home, and showing definite neurotic symptoms. He unquestionably needs the year-round attention of a psychiatrist or clinical psychologist. Shall the parent, who has sent the boy to camp because it is a convenient "parking" place, be told of the boy's nervous condition? In cases where drastic treatment is necessary the camp might find itself without the necessary authority unless it has some definite understanding with parents. These are some of the limitations which the camp faces in a program of behavior readjustment.

Some of the implications of these problems will be developed in a later chapter. At this point it may be enough merely to suggest that a much closer relationship of camp and parents must be secured if results potentially possible are to be realized. A much closer integration of the camp and other community agencies such as the school and church must also be achieved if the camp experience is to be transformed from a fleeting episode to a normal phase of life yielding far-reaching consequences.

THE CAMP'S PERSONNEL PROGRAM AND METHODS

The purpose of this chapter and the next is to indicate how a camp may approach this task of personnel guidance or behavior adjustment. Obviously, it must draw upon the techniques of psychology, psychiatry and social work in its procedures for the diagnosis and treatment of individuals. Even though the camp does not have on its regular staff a psychiatrist or clinical psychologist, nor have many, if any, campers who are seriously maladjusted, a thorough program of personnel analysis and behavior adjustment should be in operation in every camp which claims the rôle of educator. The recent book by Dr. Thom, *Everyday Problems of the Everyday Child,* has as its dominant motif the notion that the "normal" child is also a problem child. His book is written for the parents of these normal children who constitute the great mass of children. "Most children are normal; few, if any, are perfect."[1] Few are the boys in a summer camp whose emotional and social attitudes and habits cannot be conditioned in the direction of more wholesome and socially effective behavior.

The description of methods employed at Camp Ahmek and their results in guiding boys toward more wholesome mental and social growth is not intended as any contribution to the rapidly growing science of mental hygiene. Rather it is intended to indicate how the resources of modern science may be utilized by camp directors, counselors and personnel directors for securing a maximum of mental and social health in their campers. Nor are we concerned here with a statement of the basic principles of mental hygiene except as these reveal themselves through the description of actual cases treated. More specifically the purpose of these chapters is: (1) To indicate the kinds of behavior needs found in boys at Ahmek; (2) to describe the techniques employed to develop the counselor's skill in the observation and understanding of these behavior adjustment needs and problems; (3) to show how the principles and procedures of educational psychology, mental hygiene, sociology and clinical psychology may be employed in securing better behavior adjustment of campers; (4) to illustrate concretely by reporting sample cases, the methods of diagnosis and treatment of behavior maladjustments. This latter purpose will be accomplished through the presentation of a number of sample cases of behavior problems in boys in the following chapter.

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[1] Thom, D. A., *op. cit.,* Chapter VIII.

THE CASE METHOD APPLIED

The case method, which has been employed in psychiatry, social work, sociology and psychology, is the most useful procedure yet developed for the diagnosis and treatment of the behavior problems of individuals. This method involves the gathering of all the data concerning the individual which will throw light on his present difficulty and its causal factors. The following two statements concerning the case study method are descriptive of its nature and purpose:

> "The bringing together of all available measures about individuals, and building them into a structure in which chronological sequence and the presuppositions of the investigator about causal relationships are the cement, constitutes a case history."[1]
>
> "The case study method has the advantages of being concrete and synthetic. It not only presents a cross section of the status of personality at any moment, but it also gives a historic or longitudinal picture. It is the most satisfactory method of individual diagnosis we have."[2]

The first requirements of the case study method in personnel guidance is a system of individual records. A modern filing system must be installed and suitable forms prepared. A personal record sheet for each camper upon which a synopsis of the various types of data may be recorded is necessary.[3] Considerable data concerning each camper should be assembled before the opening of the camp.

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[1] Watson, G. B., *Experimentation and Measurement in Religious Education,* p. 63.

[2] May, Mark A., *Religious Education,* Vol. XXXIII, p. 567. Fuller descriptions of the case study method are given in the following: Harper, E. B., *Religious Education,* June, 1926; Reavis, W. C., *Pupil Adjustment,* Ch. IV; Reckless, W. C., *Journal of Educational Sociology,* Nov., 1928; Richmond, Mary E., *Social Diagnosis;* Mink, M. S., and Adler, Herman M., *Welfare Magazine,* March, 1926.

[3] See p. 151 for personal record sheet (abbreviated).

Form A
Year............

CAMP AHMEK

PERSONAL RECORD SHEET (abbreviated)

Name .... Address..
Age........... Birthday..................... Rel. Denom.................... Years at Ahmek
.... School attending...................... Grade completed.....................
Intelligence score.................... Father's name...
Occupation..Socio-Economic Status of Home
....Section ....
......................................Counselor ....

Health:

Important data from health certificate and from parents....................
....

Important data from Camp medical examination.................................
Weight on arrival.................leaving.................Height on arrival................
leaving.......................Pubescent status: P-1.......................P-2.......................
P-3..........................P-4...........................

Data from Parents and Other Sources:

Anything suggestive of social or emotional maladjustment.....................
....

Activities in which instruction is desired...
Suggestions re "personality" development...
....

Data from Camp: (secured from behavior rating scale and observation record.)

1. Behavior Status at beginning of Camp...
....

2. Final report on social adjustment and behavior...................................
....

Progress in Camp Activities:

Astronomy
Birds
Boxing
Campcraft
Canoeing
Dramatics
Diving

Entertaining
First Aid
Flowers
Handicraft
Indian Life
Knot Tying
Life Saving

Public Speaking
Photography
Riding
Sailing
Sketching
Swimming
Trees

Canoe Trips..

Other major enterprises..

This information may be secured from parents, teachers, Church school teachers, doctors, and other persons who have had contact with the boy. When parents send in their application for the registration of their boy, they send also considerable information on a prepared form covering a number of basic and often very enlightening features of the boy's life.[1] A large number of Ahmek campers come from a school at which the camp director is the director of personnel. This situation gives a year-round contact with the boys which is of immense value.

After the opening of camp the first instrument utilized for analyzing the behavior status of the campers is a behavior observation record. The purpose of recording these observations of behavior is thoroughly discussed in the regular daily meetings of the counselors. The counselors are given instructions on what and how to observe. A suggested list of various forms of behavior is given to the counselors to be used as a constant guide and reference. This helps them to understand what to observe and describe. The most difficult task here is getting the counselor to describe vividly *what takes place* and unless he has had previous training in describing behavior objectively his tendency to give opinions or statements of behavior in abstract terms will be pronounced. Concrete illustrations taken from reports on hand or from other case study material are invaluable at the beginning in enabling the counselors to understand exactly what is wanted. The behavior observation record is primarily a description of the actual conduct of the boy in the various situations of the camp life. The statement of purpose, directions and suggestive items of behavior to be described as presented to the counselors, is reproduced below.[2]

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[1] See Appendix III, p. 356, for "Information from Parents" form.

[2] An excellent description of both methods and records for studying the behavior of children is given in Blatz, W. E., and Bott, E. A., *The Pedagogical Seminary,* Dec., 1927, pp. 552-583.

Form B

CAMP AHMEK

Behavior Observation Record

(1) *Purpose:*

This is primarily a description of the actual conduct of the boy in the various situations of camp life. It is designed:

(a) To help the counselor understand the boy and to analyze his needs more adequately. This is essential for the most helpful and most effective leadership.

(b) To provide information for the personnel department that will enable it to increase its usefulness to the counselor.

(c) To serve as a basis for the rating of the boy which will take place two or three times during the camp period.

(d) To serve as a basis for estimating any changes, development or improvements which take place during the camp season.

(2) *Directions:*

(a) Describe accurately the way the boy acted in typical situations. The particular situation should be described, what the boy did or said, and other factors which are involved. *Avoid Giving Your Own Opinion and Judgments.* Describe the situation and exactly what happened.

(b) Give the date and time of day that the specific behavior occurred.

(c) Significant episodes of the day should be recorded the same day (probably in the evening.)

(d) The following questions and statements are to be used as guides. They are suggestive of some of the significant kinds of behavior which should be described. You will not write about all of these at any one time. This list should be read over frequently (every day at first) when the observation record is being written.

(e) If the counselor gets the habit of writing down significant episodes of the day the recording will not require a great deal of time and will be very fruitful, both to him and to others.

(3) *Suggestive Items for Description:*

1. How did he adjust himself to camp the first few days? Describe behavior indicating whether he fitted in readily, made friends easily, entered into the "getting settled" process readily, entered camp activity readily.

2. Describe behavior indicating whether he likes to be with others, prefers solitude, etc. What does he do alone?

3. Does he have many, few, or no companions or friends? Is he accepted as one of the group? Especially sought as a friend? Or teased, annoyed, razzed, or bullied? Describe concretely.

4. Describe behavior indicating whether he is "self-conscious" or not. Does he find it difficult to do things when people look on? Blush easily, avoid becoming the center of attention?

5. Describe behavior which indicates any tendency to be domineering, to exert authority, to boss others, or to be humble and self-effacing.

6. Describe behavior indicating his citizenship in the group, his response to leadership, his sense of responsibility, his cooperative or non-cooperative attitude, selfishness, etc.

7. Describe behavior indicating how he gets along with others. Quarrelsome? Gets into disputes? Understand others? What does he squabble over?

8. Describe behavior indicating how he responds to criticism or razzing. Does he admit mistakes? Get mad, hurt, or despondent?

9. Describe how he gets recognition or "limelight." Through his ability, talking, bragging? Being a likable fellow?

10. Describe behavior indicating the extent of his concern for others. In whom is he interested? How wide are his sympathies and understanding?

11. Describe behavior indicating his social ambitions, purposes, or plans. Does he desire to achieve? What are his purposes and plans; self-centered or social? Do they reach into the future?

12. Describe behavior indicating his kind of mind. Has he a set, close mind? Reasonable? Has he prejudices? Is he an eager learner? Open-minded?

13. Describe behavior indicating his ability to think? Does

he get facts as the basis of action or judgment, or does he speak and act from impulse, prejudice, custom, tradition, and opinion?

14. Describe behavior indicating his degree of initiative, creativeness and originality. Does he lack these abilities?

15. Describe behavior indicating his emotional behavior. Describe any cases of crying or anger. Is he nervous, irritable, changeable?

16. Describe behavior indicating his etiquette, posture, politeness, neatness, cleanliness, etc.

17. Describe any cases of disobedience.

18. Describe episodes indicating any fears: of water; riding; storms; ghosts; animals; etc.

19. Describe behavior indicating how he considers himself with reference to others. Does he feel superior? Inferior? Why? Give concrete illustrations.

20. Describe other forms of behavior indicative of his adjustments, wholesome and effective, or otherwise.

The first behavior observation report on each boy is made by the third day of camp. Many of the most revealing aspects of the boy's behavior are uncovered in these first days of "getting settled." The majority of the cases requiring the special attention of the personnel director are discovered the first week. Surprisingly few new cases emerge in the course of the following weeks. This plan of getting a report on every boy at the very beginning of camp has several distinct advantages: (1) It catches the boys who require more careful study and treatment early; (2) it gives the counselor a basis for formulating inductively and specifically his leadership objectives for each boy; (3) it immensely broadens the range of behavior difficulties reported. Before this method was utilized and counselors were asked to report to the personnel department whenever they discovered *a boy who needed help,* the result was that the counselor reported chiefly when *he needed help himself.* The kind of cases usually reported were boys who were disobedient, non-cooperative, quarrelsome, or who in some similar way presented a problem to the counselor. Under the present plan a much greater variety of behavior difficulties are uncovered.

A question arises here as to the frequency of these behavior reports. How often should the counselor be expected to record the outstanding behavior episodes of his boys? Several factors influence the answer. First, the degree to which counselors possess insight into the value of this recorded observation as an essential of good leadership is an important element. Leaders who come to camp as a refuge from the academic demands of the college may not warm up readily to a great amount of "clerical" or "academic" work. In short, the qualifications of the counselor and the nature of his "expectancy" in coming to camp is a practical factor which cannot be overlooked. A sense of the value of the careful observation of behavior needs to be developed as one of the major skills of good leadership. A second determining factor is the kind of boy. A much more limited amount of recorded data is required on a "normal" boy than on one who constitutes a more serious problem. Our experience suggests that fairly frequent reports are desirable in the early weeks of camp, the frequency after that depending largely on the individual case. Probably reports once a week throughout the camp on every boy are needed to keep the leader alert in his observation and analysis of behavior and to record in anything like an adequate and continuous manner any changes in behavior which may be taking place.

The behavior observation record when completed by the counselor should come first to whoever is in direct supervisory relationship with him; sectional director, camp director, or program director. It gives the director insight into both his boys and his counselors. It makes his contact with both more significant and fruitful. Then the report should come to the personnel office where it is examined by the specialist on personnel and filed with the other personal records. The more urgent cases are immediately noted, more complete data secured, and a tentative analysis of difficulty and method of treatment formulated.

The "behavior frequency" rating scale, though designed primarily as an instrument for estimating the results of the camp in the development of socially desirable behavior, has also proved to be of large diagnostic value.[1] It plays a complementary rôle to that of the observation record in locating the behavior difficulties of boys. It covers a wide range of behavior. It calls for a specific rating of the boy on fifty-four items of behavior. A "frequent" or "extreme" rating on undesirable forms of behavior, or a "never" or "seldom" on desirable kinds of conduct represents an opportunity for the improvement of the boy's social adjustments. A cardinal value of the rating scale for diagnostic purposes is that it forces and sharpens the judgment of the counselor on significant facts in the boy's behavior.[2]

Other methods and sources of data in making an adequate case study which may be utilized are "intelligence" tests, emotional tests, medical examinations, interviews and examinations by specialists such as psychiatrists and clinical psychologists. "Intelligence" tests provide an index to the mental status of the boy. Medical examinations of a thorough character in many cases yield indispensable data for the understanding of behavior difficulties. Emotional and personality tests specially adapted to boys are not numerous but several have been employed by psychologists which could be used in the camp.[3] Our policy has been to endeavor to secure information indicative of emotional and nervous stability through direct observation and carefully guided interviews. Many of the questions listed on the customary emotional and personality tests are included in the psychological examination made whenever a case calls for thorough analysis.

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[1] See p. 170. The method of rating is described in Ch. XII.

[2] See Appendix II, pp. 354-355, for other rating scales developed primarily for diagnostic purposes.

[3] The Woodworth-Matthews Personal Data Sheet has been employed quite extensively among boys.

The most effective method of getting at the causal factors in behavior maladjustment is the interview or examination which corresponds to the examination of the psychiatrist and clinical psychologist. Here the family background and life history of the boy may be probed for factors which throw light on his conduct problems.[1] The interview is invaluable also as a means of working out with the boy in a friendly and sympathetic manner ways for helping him to meet more successfully his problems of adjustment. A few sentences from the article just referred to are suggestive of the functions of the interview.

"The psychiatrist should carefully guard against giving the child the impression that he is chiefly concerned about investigating his misbehavior or delinquencies. An attempt to make the child confess a series of faults to an utter stranger gives him a wrong idea of the clinic's purpose and tempts him to lie about matters he might freely discuss if he were attacked less directly. If the psychiatrist does not impose on him the burden of confessing, but takes for granted all the known aspects of the child's difficulties, the child is more apt to see that he is dealing not with a partisan, but with a friend who knows the worst about him and is still a friend. The main emphasis should be put on the real psychiatric issues of how the child feels about the conditions to which he does not adjust, what elements in the situation affect him most, what responsibility he assumes for his difficulties, and what he himself thinks would straighten out his entanglements. The experience of talking over his troubles with an adult who recognizes his point of view, who is not primarily interested in the detection of guilt or the infliction of discipline, but who simply wants to help him out of his difficulties, has often an unexpected therapeutic effect and in any case gets the child's confidence."

We are not suggesting or assuming here that anyone but a specialist will adopt the rôle of psychiatrist or clinical psychologist. The point of view and principles expressed in the above statement apply equally, however, to interviewing as conducted by intelligent and skilful directors or other leaders.

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[1] A pamphlet published by the National Committee for Mental Hygiene entitled *Psychiatric Examination of a Child* is helpful for this purpose.

The practical application of the interview technique as well as of the other methods enumerated for the securing of complete case data will be seen more clearly and concretely in the next chapter where actual examples of the case method applied in the camp will be presented.[1]

Dr. William E. Blatz, Associate Professor of Psychology, University of Toronto, who is a specialist in behavior problems, is related to Ahmek as consulting psychologist. He visits the camp for several days during the second or third week and again later in the season. He interviews or examines the boys who in the judgment of the camp directors warrant his specialized attention. Most of the cases described in the next chapter were examined by him. After his diagnosis and suggestions for treatment the remedial measures are left in the hands of the camp leaders with the director of personnel assuming primary responsibility for their being effected.

Instead of attempting to discuss general principles and methods of treatment now, we shall also allow these to be seen implicitly or explicitly in the description of actual behavior cases. It is enough to state here that the methods used are founded on the accredited findings of educational psychology, mental hygiene, social psychology and sociology. Helpful data from all of these fields must be blended together for the most resultful program of personnel guidance.

TYPES OF BEHAVIOR NEEDS AND PROBLEMS

The boys who attend private camps come largely from the homes of the business and professional classes. Their adjustment needs probably differ from the adaptive needs of boys in other kinds of camps. It would be interesting and perhaps illuminating to make a comparative study of the social attitudes and habits of the boys of different kinds of camps. This does not imply for a moment that boys who come to private camps are better adjusted socially than the attendants at other camps. A parent's fortune may be a boy's greatest misfortune as has been repeatedly pointed out by psychiatrists.[1]

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[1] The most complete survey to date of methods for the study and readjustment of behavior is made in Thomas and Thomas' *The Child in America*.

In seven years at Ahmek, cases of sub-normal mentality, serious neurotic conditions, or of the more pronounced forms of social maladjustment have been very rare. Some clue to the mentality of the campers is furnished by the scores made on the "intelligence" tests. The median on the Otis Group scale for one hundred and thirteen boys, one year, was an I. B. of 131. There were three modal scores with four boys making scores of 156, 157, 167.

The types of behavior problems found in the camp are exceedingly difficult to classify. One boy may possess fears, have a sense of failure, be disobedient, uncooperative, irresponsible, selfish and quarrelsome. The enumeration and description of different kinds of behavior difficulties will be more valuable than any attempt at classifying types of maladjustment.

Two sources of data, corresponding to two of the methods employed for the observation and analysis of behavior, yield information from which a list of the adjustment needs of the campers has been compiled. The first of these is the behavior frequency rating scale. The second is the behavior observation report.

The table below shows the results of the first rating made at the end of the first week of camp on the behavior frequency scale for 216 campers. The figures under the captions "never," "seldom," etc., represent the number of boys whose behavior was rated at that frequency. Where there is a "frequent" or "extreme" on such items of behavior as "destroying property," "avoiding disagreeable things through sickness," "fighting in anger," "retiring

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[1] Cf., for example, Healy, W., *Building Character,* pp. 132 ff.

TABLE II

FREQUENCY OF FIFTY-FOUR FORMS OF BEHAVIOR OBSERVED IN 216 BOYS

Form of Behavior	Average Score per boy	Frequency of Observation During Period					
		Never	Seldom	Occasion-ally	Fairly Often	Frequent	Extreme
1 Assuming leadership in group	2.4	11	69	83	40	14	0
2 Turning to others for help on something he should do himself	2.5	6	96	82	29	3	1
3 Making friendly approach to unlikeable boy	2.6	16	63	93	28	34	0
4 Making friendly approach to those of other social, economic or racial status	2.9	5	55	92	42	52	0
5 Standing out against the crowd for worthwhile end	2.9	3	52	89	61	9	1
6 Practising musical appreciation	2.9	6	63	88	39	11	1
7 Originating, initiating, creating	2.9	1	56	93	53	9	0
8 Facing disagreeable facts	2.9	3	33	83	58	10	0
9 Volunteering for service task inconspicuously	3.0	7	60	93	43	17	0
10 Carrying enterprises through with dispatch	3.0	6	40	93	63	10	0
11 Profiting by mistakes, accepting criticism	3.0	1	27	89	63	16	0
12 Contributing well-considered suggestions to the thinking of the group	3.1	6	44	95	55	12	1
13 Shouldering responsibility	3.1	7	51	82	66	9	0
14 Showing self-control in situations of annoyance	3.2	6	31	80	80	12	1
15 Minding his own business	3.2	2	29	48	102	33	3
16 Meeting misfortune cheerfully and efficiently	3.3	5	28	85	77	19	2
17 Showing enthusiasm in group enterprises	3.3	1	17	65	82	33	0
18 Displaying courage	3.3	0	29	79	77	21	2
19 Showing courtesy, considering others first, etc.	3.4	2	27	82	77	98	2
20 Showing hospitality to new ideas	3.4	1	20	89	91	14	0
21 Making friendly approach to those of his group	3.5	1	14	61	98	123	4
22 Cooperating readily	3.6	2	31	49	107	28	0
23 Accepting recognition modestly	3.6	1	23	66	100	23	3
24 Observing rest hour	3.7	3	31	47	95	43	1
25 Violating good etiquette	4.0	11	72	76	41	7	2
26 Untidy in appearance and tent	4.0	12	83	72	32	5	1
27 Practising bad posture	4.1	8	77	75	42	10	0
28 Showing laziness and indifference	4.1	18	80	74	25	9	0
29 Considering himself first	4.1	9	90	67	34	10	1
30 Razzing, teasing	4.1	16	75	75	34	5	1
31 Disturbing any group meeting; laughing, rough-house, etc.	4.2	15	89	67	32	11	3
32 Showing disinterest in chapel, morning talks, vespers	4.3	19	101	58	25	28	4
33 Acting superior	4.3	40	93	55	24	0	1
34 Acting opinionated, conceited	4.3	31	101	55	24	2	0
35 Breaking or ignoring camp regulations	4.4	12	111	60	23	31	1
36 Grouching, crabbing	4.4	19	98	83	34	9	0
37 Hurting another's feelings	4.5	21	109	65	16	3	1
38 Retiring by self instead of mixing with group	4.5	30	94	51	30	15	4
39 Getting angry and irritated	4.5	14	96	79	30	6	1
40 Bluffing	4.6	42	90	56	20	7	1
41 Showing off	4.6	34	101	55	20	4	2
42 Fighting in anger	4.7	43	116	41	10	3	1
43 Boasting, bragging	4.7	30	113	50	24	6	1
44 Domineering, bossing	4.7	50	91	52	20	2	0
45 Evidences of inferiority feeling	4.7	45	100	48	16	4	0
46 Hogging equipment	4.8	52	111	32	12	17	1
47 Irregular sex behavior	4.8	148	30	1	0	0	0
48 Avoids disagreeable things through sickness	4.9	102	87	39	5	2	0
49 Exercising authority objectionably	4.9	54	111	30	16	3	1
50 Destroying property	5.0	53	131	21	8	2	0
51 Using profanity or dirty talk	5.1	85	91	29	11	1	0
52 Cheating, lying, deceiving, sneaking	5.3	89	107	18	2	4	0
53 Bullying	5.3	76	106	32	7	2	0
54 Stealing	5.5	168	37	2	1	3	0

by self instead of mixing with group," etc., it may be taken as an index of opportunity in the improvement of the boy, at least in that particular form of conduct. Similarly, a rating of "never," or "seldom" on such desirable forms of behavior as "making friendly approach to other boys," "showing enthusiasm in group enterprises," etc., reveals the need of more adequate social adjustment.

The behavior items are listed in the order of the total score made on each by the 216 boys, beginning with the form of behavior which ranked the lowest. This means that our campers rated lowest on "assuming leadership in group" and highest on "stealing," or to be more accurate on the lack of stealing.[1]

If there were space to report the results of the rating by age groups it would be suggestive of the behavior abilities and needs of the different age levels.

The second source of data which reveals the kind of behavior difficulties most frequently found is the behavior observation record. The table which follows shows the kind of behavior which counselors considered significant enough to be recorded or in some other way brought to the attention of the camp directors. The types of behavior are listed in the counselor's language at the beginning of camp and does not necessarily represent the more adequate analysis and diagnosis attempted later. These one hundred and eighty cases are taken from the records for the four years, 1925 to 1928. The number recorded is by no means complete as in the first years only the more noticeable kinds of adjustments needs, from the counselor's viewpoint, came up for discussion or special attention. One hundred and eighty boys with some behavior need, out of the more than eight hundred enrolled in three years, may seem like a large

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[1] The "average score per boy" was secured in the following way: Each item of behavior was scored from one to six, according to its frequency of observation. A positive or desirable form of behavior such as "assuming leadership in group" received one for "never," two for "seldom," and so forth up to six for "extreme." An undesirable form of behavior such as "fighting in anger" received six for "never," five for "seldom," down to one for "extreme." The average score per boy represents the total score on each item of behavior divided by the number of boys. The highest score on stealing means therefore that the two hundred and sixteen boys revealed this kind of behavior to a smaller degree than any other undesirable form. Stated another way their "honest" behavior, in this one respect, was more frequently observed than any other desirable form of behavior.

TABLE III

CLASSIFICATION OF BEHAVIOR NEEDS ON BASIS OF OBSERVATION RECORDS 1925-28

Problem	Number of Cases	Percentage of Cases
Poor etiquette	33	18.3
Lack of interest in activities	37	20.6
Selfishness	38	21.1
Lack of cooperation	42	23.3
Shows off, braggadocio	33	18.3
Disobedient, disrespectful	10	5.6
Temper tantrums	5	2.8
Poor posture	10	5.6
Lacks tidiness	18	10.0
Poor mixer, retiring	32	17.9
Lacks sense of responsibility	21	11.7
Fear of water	15	8.3
Pernickety	7	3.9
Lack of self-control	14	7.8
Stubborn	13	7.2
Teasing, quarrelling, grouchy	30	16.7
Lying, deceitful, stealing	11	6.1
Rough language	6	3.3
Evidence of sense of inadequacy	7	3.9
Lacks courage	4	2.2
Lacks robustness	16	8.9
Smoking	7	3.9
Spoiled, over dependent	18	10.0
Nervous habits	15	8.3
Coarse, silly, childish, narrow interests	13	7.2
Moody, sulky	20	11.1
Homesickness	5	2.8
Precocious sex interest	3	1.7
Total number of problems shown	485	....
Number of boys	180	....
Average number of problems per boy	2.7	....

number to those unfamiliar with the more thorough and refined methods of behavior study and guidance. Actually it would be a surprisingly small number if it included all the boys who possessed some limitations and inadequacies in their emotional and social behavior.[1]

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[1] See the results of Haggerty's studies for the proportion of children in an average school population who have some behavior difficulty; *Journal of Educational Research,* Vol. 12, pp. 102-122.

CHAPTER IX

SOME TYPICAL PROBLEM CASES

"A number of typical case studies of problem pupils are presented in the ensuing chapters to demonstrate: (1) the need for educational counselling and guidance in the high school; (2) the importance of thorough case knowledge of the student personnel as a basis for guidance; (3) the necessity of scientific procedure in the making of diagnoses and prognoses; (4) the significance of appropriate subsequent educational treatment; and (5) the value of scientific counselling and guidance in terms of the benefits to the individual concerned and to society in general."—Reavis.

This statement of Reavis in his *Pupil Adjustment,* if applied to the summer camp, would fittingly describe the purpose of this chapter, though of necessity our aim is much more modest than his. In the endeavor to approximate our purpose the major difficulty which confronts us is in the selection of cases for presentation. On what basis shall we select from the scores with which we have worked for more wholesome social attitudes and habits? The ones most interesting to us may not appear typical or significant to others. If we present only the cases of boys with whom we seemed to be most successful, the opportunity to learn through the sharing of failures is lost.

No dominant principle or set of criteria have determined our selection. The cases we present represent boys of different ages and with different behavior difficulties. With some of them our efforts seemed to meet with definite desirable results, with others no great improvement was discernible. Perhaps it would have been more helpful to the reader if we had chosen one or two case studies and presented them more thoroughly. The description of the following cases is very rough and sketchy. Our diagnosis of behavior difficulties may appear to be more questionable on this account than if the more complete data could be presented. Since our central concern is to illustrate a method rather than to formulate principles or conclusions of general validity, we have sacrificed thoroughness of presentation for variety in behavior problems and methods of treatment.

"A REACTION TO RED HAIR AND FRECKLES"

Behavior Difficulties

Before Ezekiel, age ten, had been in camp two hours, we knew we were going to have a busy summer, not merely because of his russet hair, super-freckled face, shifting eyes, tapering crown, and evident surplus of nervous energy. We cannot do better in trying to describe him than to quote from his counselor's first behavior observation report.

"Ezekiel came to my tent two days after camp opened. The group, an extremely lively one at that, immediately subsided. Even the Jackson boys gazed in awe. He monopolized the conversation and amused himself by smacking the various victims of sunburn upon the injured portions. . . . The only camp activities he is keen about are swimming and sailing. . . . He likes to be with others as long as he is master of the situation. . . . He takes no pride in the appearance of the tent or the state of his personal belongings. . . . Whenever possible he will betake himself to the raft with the faithful Dave Harris, and perhaps another, and paddle around the creek, making the craft tip as dangerously as possible, to the discomfort of his companions. . . . At home, he tells me, he smokes 'Luckies' but explains that his parents are ignorant of this fact. Ezekiel experiences great difficulties in telling the truth, but when exposed in telling a lie he does not turn a hair but tries to wiggle out of it by telling more whoppers. . . . Ezekiel gets mad when criticized. Today he was throwing a knife at the feet of his friends. I stopped him and tried to confiscate the knife. 'You won't ever get this', he says, and throws it into the middle of the creek. Nice boy!"

After two or three behavior observation reports and the first behavior rating had been made, the list of behavior shortcomings attributed to Ezekiel was something like this: insolence; slovenly dress, talk and eating habits; incessant lying; no sense of property values; braggadocio, showing off, and domineering; quarrelsome; narrow range of interests and camp participation.

Case Data and Diagnosis

The examination by Dr. Blatz, consulting clinical psychologist, uncovered the following facts: (1) The boy was fairly bright. He was constantly biting his nails or scratching himself when engaged in conversation. While exceedingly restless, he was not considered neurotic. (2) His father is away much of the time. His mother, two maids, and a fifteen year old sister are responsible for him at meal times, bed time, and for his general activities. He assumes no responsibility at home, although he helps with the vacuum cleaner, he says, when the maids are away. When asked if he was good with the vacuum, he answered "Not so terribly hot." (3) When asked about his interests and sports he said he liked hunting and had hunted a great deal. When forced to state definitely what he had hunted, he answered, "Rats in the barn." His imaginative lying evidenced itself in other ways.

The causal factors in Ezekiel's behavior difficulties seemed fairly clear. His sensitiveness to his striking physical appearance forms the background for most of these behavior patterns and attitudes. His attempt to be at the center of the stage by braggadocio, imaginative lying, swearing and disobedience grows out of his sense of being different from other boys. His crudeness of dress and eating habits are largely accounted for by his home situation where the responsibility is divided between the mother, maids, and a sister. This probably means that he does just about whatever he wants.

METHOD OF TREATMENT

(1) Because of his sensitiveness to social attention and ridicule, it was evident that we must stop laughing at him and treating him either as clown or demon. He responded too readily to such rôles. His attempts to hold the center of the stage must be met with indifference as far as we could get the boys to take those attitudes without their being conscious of any discrimination being made.

(2) His domineering and quarrelling propensities were somewhat diminished by putting him in with an older group of boys. While he still remained the "evil genius" of the group for a while, there was a decided improvement in the course of a few weeks.

(3) Two methods were used to reduce his lying in addition to the more basic attempt to eliminate his sensitiveness to ridicule which resulted in his excessive quest for "limelight." He was frankly told in the course of his interview with the clinical psychologist that people didn't believe anything he told them; that they wouldn't pay attention to what he said but would just find out for themselves. An attempt was made to impress him with the futility of lying. Another approach to this problem was to increase his sense of real achievement so that he would not need to rely upon these other compensatory devices. He was especially interested in fishing, swimming and sailing. These interests were exploited in giving positive outlet to his excessive energy, much of which had gone into mischief, thereby yielding him a sense of mastery and achievement in real enterprises. A discarded catboat which he found in the creek was the beginning of a project for him in repairing, rigging and sailing which lasted until the end of camp.

(4) The improvement of his table manners and his habits of personal and tent tidiness taxed our patience the most and called for the strictest measures of treatment. Perhaps we should not have been so much concerned about this form of behavior, but his riotous and reckless table conduct was indicative of his general disregard for social amenities and

for the rights and feelings of others. It was specific and tangible to him so we worked on it. When asked in the interview if he would like to learn good table manners he replied "yes." He was told then that if he behaved badly when eating or at other times, we would not be able to let him go in swimming that day. (Swimming is what he liked to do best.) "If you won't play with us, we won't play with you," he was told.

REPORT ON RESULTS

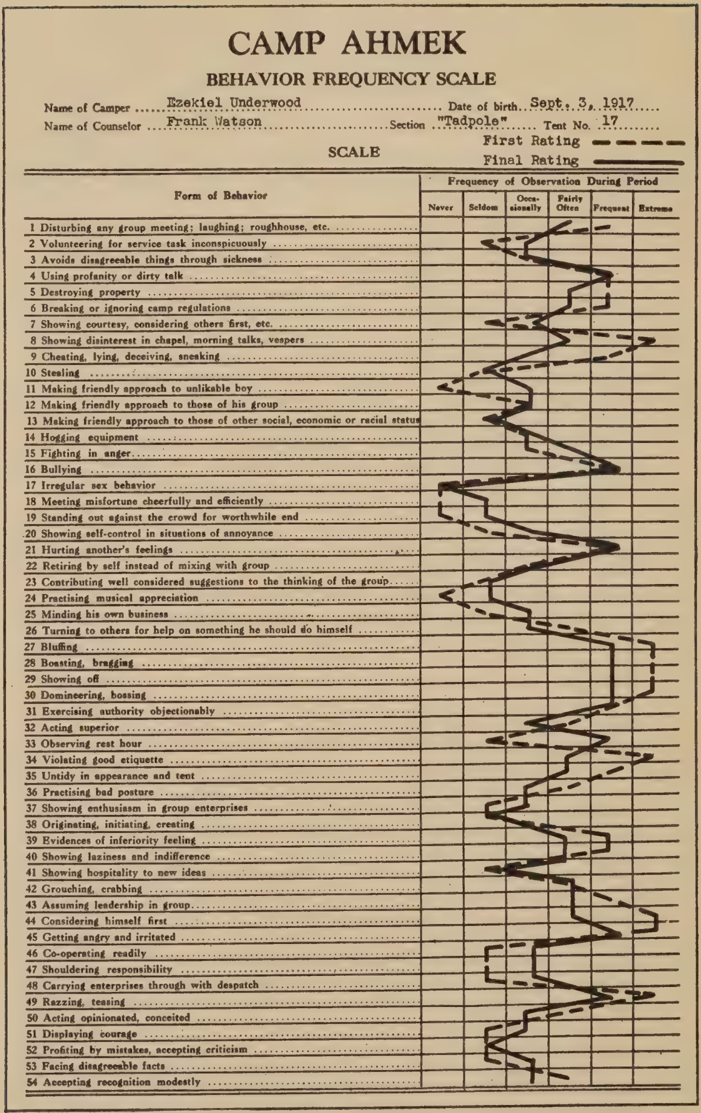
There was no sudden change in Ezekiel's behavior. Habits which are built up in the course of years do not disappear or become transformed in a day. The more formal psychological examination took place on Wednesday morning. Statements from the counselor's next behavior report did not permit any optimism as to much change being effected in Ezekiel.

"At lunch Wednesday, Ezekiel's manners were greatly improved. It seemed that he was trying hard to improve after his session with Dr. Blatz. Later, at supper, his resolutions evidently failed. He flicked a large, sticky piece of chewing gum into the camp mother's coiffure. Ezekiel spent the rest of the day in bed."

"Thursday passed quietly. Ezekiel missed both swims for offences at the dining table. Before supper he re-lighted Basil's campfire by the tepees and the fire extinguisher had to be called out to quench the burning stumps and grass. On Friday morning, I reminded him that he had better behave or he would lose his swim, all to no avail. He cheerfully lost his morning one. He spent practically the whole day fishing."

"Saturday morning I awoke a few minutes after the bell to find Ezekiel swimming on the opposite side of the creek, a thing which is prohibited by camp regulations. Breakfast passed uneventfully. He is now fishing off the theatre platform."

But the methods adopted combined with the life of the camp gradually had their effect. His table manners and tent



CAMP AHMEK

BEHAVIOR FREQUENCY SCALE

Name of Camper Ezekiel Underwood Date of birth Sept. 3, 1917
Name of Counselor Frank Watson Section "Tadpole" Tent No. 17

First Rating — — — —
Final Rating ———

SCALE

Form of Behavior	Frequency of Observation During Period					
	Never	Seldom	Occasionally	Fairly Often	Frequent	Extreme
1 Disturbing any group meeting; laughing; roughhouse, etc.						
2 Volunteering for service task inconspicuously						
3 Avoids disagreeable things through sickness						
4 Using profanity or dirty talk						
5 Destroying property						
6 Breaking or ignoring camp regulations						
7 Showing courtesy, considering others first, etc.						
8 Showing disinterest in chapel, morning talks, vespers						
9 Cheating, lying, deceiving, sneaking						
10 Stealing						
11 Making friendly approach to unlikable boy						
12 Making friendly approach to those of his group						
13 Making friendly approach to those of other social, economic or racial status						
14 Hogging equipment						
15 Fighting in anger						
16 Bullying						
17 Irregular sex behavior						
18 Meeting misfortune cheerfully and efficiently						
19 Standing out against the crowd for worthwhile end						
20 Showing self-control in situations of annoyance						
21 Hurting another's feelings						
22 Retiring by self instead of mixing with group						
23 Contributing well considered suggestions to the thinking of the group						
24 Practising musical appreciation						
25 Minding his own business						
26 Turning to others for help on something he should do himself						
27 Bluffing						
28 Boasting, bragging						
29 Showing off						
30 Domineering, bossing						
31 Exercising authority objectionably						
32 Acting superior						
33 Observing rest hour						
34 Violating good etiquette						
35 Untidy in appearance and tent						
36 Practising bad posture						
37 Showing enthusiasm in group enterprises						
38 Originating, initiating, creating						
39 Evidences of inferiority feeling						
40 Showing laziness and indifference						
41 Showing hospitality to new ideas						
42 Grouching, crabbing						
43 Assuming leadership in group						
44 Considering himself first						
45 Getting angry and irritated						
46 Co-operating readily						
47 Shouldering responsibility						
48 Carrying enterprises through with despatch						
49 Razzing, teasing						
50 Acting opinionated, conceited						
51 Displaying courage						
52 Profiting by mistakes, accepting criticism						
53 Facing disagreeable facts						
54 Accepting recognition modestly						

tidiness markedly improved. He participated more widely in the activities of his group and assumed his share of responsibility for group concerns. As he increasingly got his satisfactions in socially approved forms of behavior his braggadocio and lying receded into the background. By the end of camp he was a fairly responsible citizen of the community. He showed an improvement of thirty-six units on his final behavior rating scale. This was the third largest positive change recorded among the two hundred boys. His rating scale reproduced here indicates the specific forms of behavior which showed desirable change.

"A WORLD WONDER IN THE MAKING"

His Behavior Difficulties

Martin was eight when he first came to us. There was nothing about "first impressions" to suggest that he was anything but a meek and cooperative boy. But we soon discovered that Martin's emotional and social behavior was not that of a well adjusted boy. Instead of describing his behavior, we will merely summarize his adjustment needs as they were reported by his counselors:

(1) Martin's emotional life was not developing wholesomely. He became enraged on slight provocation, and when his desires were frustrated the result was tears. In short, temper tantrums was his commonly used weapon. (2) In his eating habits he displayed poor manners and was very pernickety. (3) He was not very responsive to leadership control. (4) His interests were narrow, and he engaged in the varied activities of the camp program but slightly. (5) Lying and stealing, to use adult terms, were very frequent. His trunk was the repository of all the "lost" articles in his cabin. At the age of six he had taken twenty-five dollars which belonged to his aunt, hired a taxi, and gone to a nearby summer resort for an evening's amusement. Lying usually, though not always, accompanied the stealing as an attempt to retain his innocence. On one occasion, he informed his counselor that his birthday was a certain date.

The customary "party" was arranged at the evening meal. His parents unexpectedly came for a visit just at the meal time. When told that they were "just in time for Martin's birthday party," they answered, "Why this isn't Martin's birthday!"

CASE DATA AND ANALYSIS

The data concerning Martin secured from the clinical interview and other sources which are the most pertinent are these: (1) He is badly pampered in his eating at home. When any member of the family does not care for a particular food, he is given something else by the maid. (2) When asked about taking things which belonged to other boys he began to cry. There were other evidences also that crying was his well established technique for avoiding the disagreeable or securing the agreeable. His crying during the interview was accompanied by fingernail biting. (3) He is very well advanced in his school work. His father rewards him for getting good marks, giving him two dollars for an A; a dollar and a half for a B, or something on this order. His reading at home is restricted entirely to his studies. (4) He likes the camp and would do almost anything to stay in camp, or to prevent being kept from sailing, riding, or canoeing.

The causal factors in Martin's behavior were not hard to diagnose in the main. It was fully evident that he had been pampered and spoiled at home. His father's strong desire that his son be an intellectual wonder was forcing his abilities in this direction at the cost of other avenues of expression. Study was the only outlet for his superior mental ability. His stealing was interpreted as a manifestation of this inadequate opportunity for expression. Taking things for him is an outlet for impulses unexpressed through play or recreation.

MODE OF TREATMENT

Several specific methods were adopted to help Martin form more desirable social and emotional habits. (1) It was obvious that he should receive no rewards of any kind while at camp. (2) It was equally apparent that he must not be yielded to when he cried. Undoubtedly the tantrum with Martin was a means of getting his own way or becoming the center of attention. Only by his discovering the futility of this device would the habit be "unconditioned." It has been found that when tantrums are violent enough to result in vomiting, the patient is very unlikely to repeat the performance if he cleans up the result of his tempestuousness. (3) Martin's pernickety eating habits were dealt with by giving him to understand that he was to make no remarks at meal time about any thing he does not like. He must either eat it or say nothing about it. Under no ordinary circumstances is other food to be substituted for the regular menu. (4) Since his "stealing" was already disappearing no particular action seemed necessary other than giving him plenty of opportunity for the expression of all his capacities and interests.

Results of Treatment

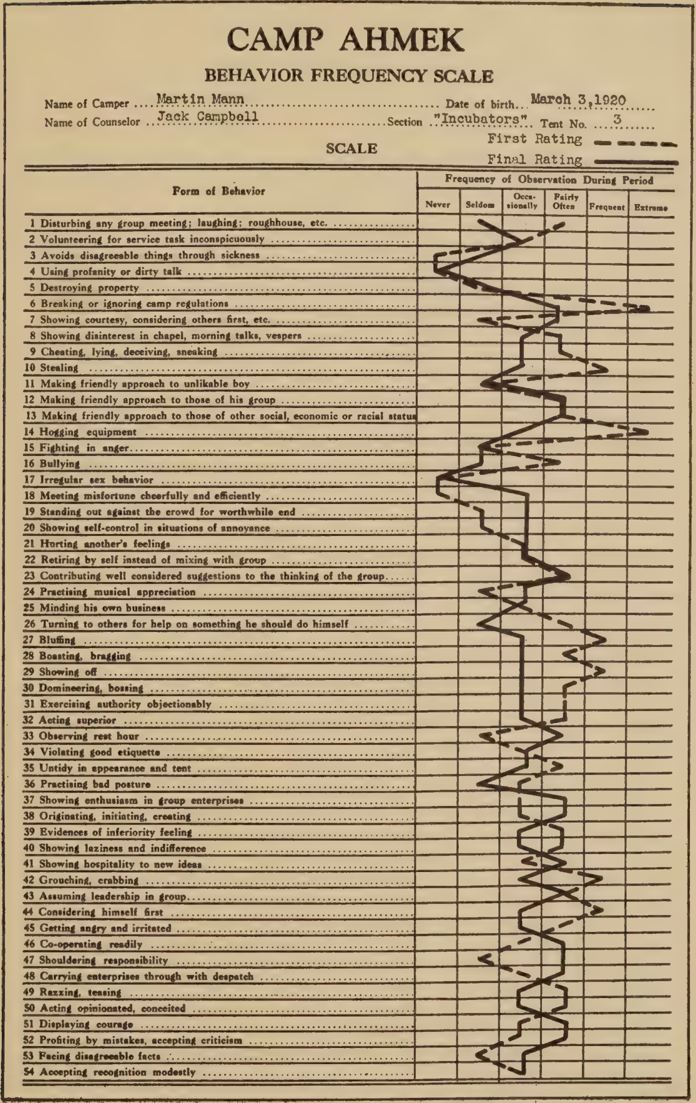
Our mode of treatment assumed that when Martin found out that his former mechanism for controlling his environment would no longer work and did not pay, he would gradually establish habits of a more wholesome character. Our prognosis proved to be fairly well grounded. But the struggle for Martin to escape from the old habits was not easy. We found he needed the support and encouragement of frequent interviews with the camp director or the director of personnel to reinforce his good intentions. An examination of later records of his behavior shows something of his progress.

"Since the 'Chief' had Martin for an interview I have had very little trouble with him. I have not known him to cry since the interview. He knows now that he cannot get what he wants by crying for it. . . . Yesterday he swept the cabin without being asked. He did the same thing on Thursday. His interest in sailing and riding has increased. He wants to be in the boxing tournament Monday night and has promised to take regular instruction in boxing from now on."

(From the final report) "Martin violates good etiquette very seldom now. . . . All through the first month I had to keep at him to induce him to enter the projects and activities. During the latter part of the camp term he changed almost completely. I hardly ever need to persuade him to do things. He is tidy in cabin and appearance. Martin now has more 'bars' than any of the boys in our cabin. . . . Martin is very selfish at times, but sometimes he is very unselfish. At mealtimes he is very unselfish while in other activities he is a 'hog'. . . . He can make friends with the other boys, but when he starts 'hogging' things they don't want to play with him any more. He was continually 'hogging' the tiller when the group was out sailing. This made the boys stop going out with him. I talked to him about it and afterwards he gave the rest a better chance. He is now sagamore and the boys are all satisfied with him as the group leader. . . . Martin loses control of himself often, though not as often now as he did at first. . . . The only way I can handle him when he 'flies off' is to keep him in his cabin for a half hour or so."

A more complete summary of the specific ways in which Martin's behavior changed is obtainable from his behavior rating scale. Altogether he showed the largest positive change of any boy in the camp, fifty-four units. Some of the items on which the greatest change was registered may be enumerated. A shift of two steps or more in the desirable direction was registered on the following items: disturbing any group meeting, laughing, rough house, etc.; breaking or ignoring camp regulations; showing courtesy, considering others first; stealing; hogging equipment; bullying; meeting misfortune cheerfully and efficiently; turning to others for help on something he should do himself; bluffing; showing off; observing rest hour; grouching, crabbing; considering himself first; shouldering responsibility.

It would be fitting at this juncture, if there were space, to present a number of other cases which closely resemble



CAMP AHMEK

BEHAVIOR FREQUENCY SCALE

Name of Camper ....Martin Mann.... Date of birth...March 3,1920....
Name of Counselor ..Jack Campbell.... Section ."Incubators".. Tent No. ...3....

SCALE

First Rating — — — —
Final Rating ————

Form of Behavior	Frequency of Observation During Period					
	Never	Seldom	Occasionally	Fairly Often	Frequent	Extreme
1 Disturbing any group meeting; laughing; roughhouse, etc.						
2 Volunteering for service task inconspicuously						
3 Avoids disagreeable things through sickness						
4 Using profanity or dirty talk						
5 Destroying property						
6 Breaking or ignoring camp regulations						
7 Showing courtesy, considering others first, etc.						
8 Showing disinterest in chapel, morning talks, vespers						
9 Cheating, lying, deceiving, sneaking						
10 Stealing						
11 Making friendly approach to unlikable boy						
12 Making friendly approach to those of his group						
13 Making friendly approach to those of other social, economic or racial status						
14 Hogging equipment						
15 Fighting in anger						
16 Bullying						
17 Irregular sex behavior						
18 Meeting misfortune cheerfully and efficiently						
19 Standing out against the crowd for worthwhile end						
20 Showing self-control in situations of annoyance						
21 Hurting another's feelings						
22 Retiring by self instead of mixing with group						
23 Contributing well considered suggestions to the thinking of the group						
24 Practising musical appreciation						
25 Minding his own business						
26 Turning to others for help on something he should do himself						
27 Bluffing						
28 Boasting, bragging						
29 Showing off						
30 Domineering, bossing						
31 Exercising authority objectionably						
32 Acting superior						
33 Observing rest hour						
34 Violating good etiquette						
35 Untidy in appearance and tent						
36 Practising bad posture						
37 Showing enthusiasm in group enterprises						
38 Originating, initiating, creating						
39 Evidences of inferiority feeling						
40 Showing laziness and indifference						
41 Showing hospitality to new ideas						
42 Grouching, crabbing						
43 Assuming leadership in group						
44 Considering himself first						
45 Getting angry and irritated						
46 Co-operating readily						
47 Shouldering responsibility						
48 Carrying enterprises through with despatch						
49 Razzing, teasing						
50 Acting opinionated, conceited						
51 Displaying courage						
52 Profiting by mistakes, accepting criticism						
53 Facing disagreeable facts						
54 Accepting recognition modestly						

Martin's, especially in the "temper tantrum" mechanism. Scores of our campers have developed habits of crying, sulkiness, or stubbornness as a means of attracting attention, getting what they want, or avoiding what they dislike. In general, the mode of treatment employed with Martin is effective in at least largely reducing this kind of demonstration and in calling forth the more cooperative and social types of response.

"HYSTERICAL HOMESICKNESS"

Behavior Difficulty

Tom, a fourteen year old boy, was rather moody the first day or two in camp. On the second night he had crying spells which were repeated two nights later. On the third night after this last crying episode, about eleven o'clock the counselor was called to the tent where the boys were sleeping. Before he arrived, Tom had been crying, "Let me out! Give me air!" The counselor found him in a tremor. He was shaking violently, gasping for breath, and crying convulsively. The counselor sent for the camp doctor. By the time the doctor came the boy was quiet. The doctor's examination failed to reveal any organic basis for the disturbance. Tom pleaded with the doctor not to leave him, saying "What if I get sick again?" The doctor suggested that the counselor sleep in the cabin with him for the rest of the night. About one-thirty Tom called the counselor and said he was sick again. He was shaking badly and gasping for air. When the counselor held his hand he quieted down. When the counselor went to leave him he whimpered and cried, "don't go." The counselor was afraid to leave him. About four-thirty Tom got sleepy and the counselor slipped away unnoticed.

The next day Tom was moody. He ate no breakfast. Nothing important was revealed in an interview with the doctor. The counselor was instructed, however, to have Tom sleep alone if he had any trouble with him again.

That night when the symptoms of the previous attack began to appear, he was told that it would be necessary for him to sleep alone so that he would not disturb the other boys. This increased his hysterical condition. The counselor brought him down to the personnel director's office. Tom complained of headache, then of dizziness, later of feeling funny in the stomach, and again of a trembling in his legs. In conversation with the personnel director he confessed finally that he wanted to go home. His parents were in Europe but he wanted to go to his grandmother. He was told that this was impossible, that there was nothing really wrong with him, that he could control himself if he wanted to, and that if he made any more fuss he would have to be moved from the cabin and sleep alone. That night there was no further trouble.

He was moody and somewhat tearful the next day. At night he became more violently hysterical than on any previous night, yelling for a considerable length of time. He threatened to walk home in the morning and in one of his more hysterical moods was going to "swim home." When faced definitely and unyieldingly with the alternative of going to bed with his group and remaining quiet, or sleeping alone he went to bed and was quiet. The next day he was practically normal in his behavior and the following day he seemed quite happy.

Diagnosis of Difficulty

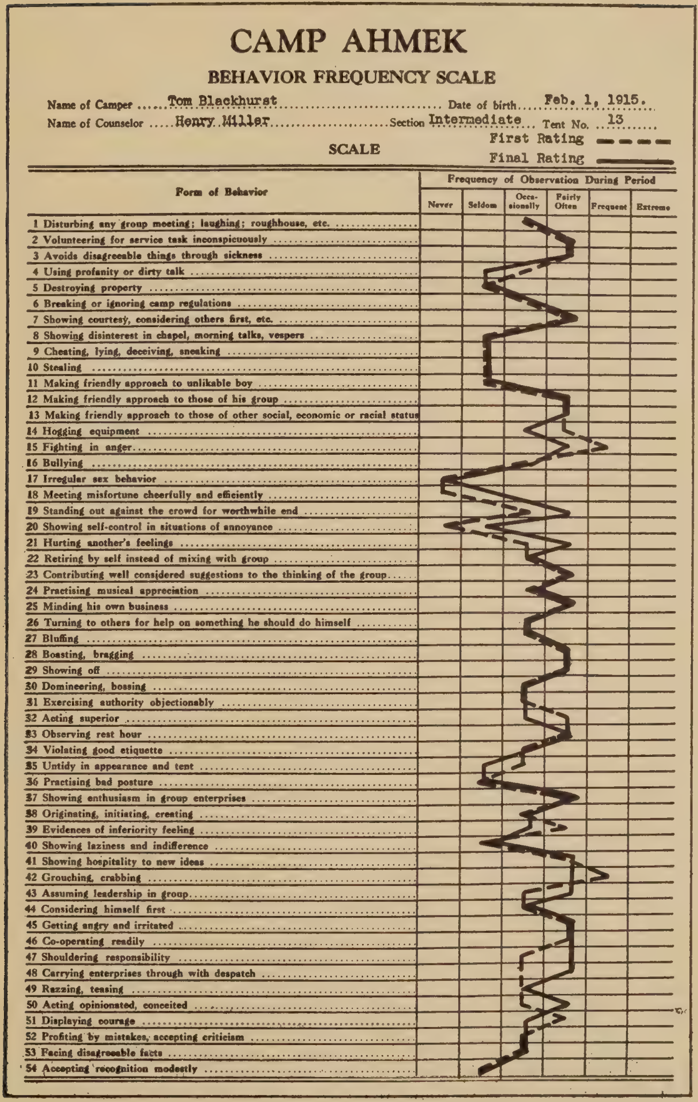
The foregoing account has indicated that Tom's hysteria was due mainly to his homesickness. There are a number of contributory or supplementary data in his case which were revealed through examination, interview and other sources. (1) A tendency to constipation was probably a causative factor in the lethargy, gloominess and depression which characterized Tom, especially during the first two weeks of camp. This condition of constipation might also have been a contributing factor to the headaches of which he frequently complained. (2) Parental control had not been consistent. His parents were inclined to humor him and their other children. Crying was evidently a relatively frequent occurence with various members of the family. (3) Tom had never been away from home before for any length of time. A few nights after his parents left for Europe, he had a spell of hysteria with vomiting. (4) The shape of his head suggested the possibility of there being a glandular case, but conclusive data on this point were not obtainable.

METHOD OF TREATMENT AND RESULTS

(1) Since "hysteria must always have an audience," the immediate mode of treatment was to threaten isolation if he did not control himself. (2) Every effort was made to keep him busy in the activities which he most enjoyed. (3) The tendency toward constipation was guarded against. In two weeks he seemed to be happy and content most of the time with but meager symptoms of depression. He was supposed to go home at the end of the first month as his parents had now returned from abroad. When it was arranged with his parents, however, he remained for the other month quite gladly. He showed an improvement of ten points on his behavior rating scale for the summer.

This is an extreme case of a frequently appearing malady in the summer camp, homesickness. Nor is it altogether unusual for a boy of this age to succumb to "nostalgia." Each year sees at least two or three cases at Ahmek. A fifteen year old boy this last year was thoroughly unhappy and wanted to go home. The camp was helping him to put up what promised to be a winning fight, but the arrival of his parents, one of whom was a boy-sick mother, made the odds too heavy.

A few excerpts from a letter written by Tom to a younger brother in the midst of his depression will sound familiar to camp directors who have had experience with homesick boys.



CAMP AHMEK

BEHAVIOR FREQUENCY SCALE

Name of Camper Tom Blackhurst Date of birth Feb. 1, 1915.
Name of Counselor Henry Miller Section Intermediate Tent No. 13

SCALE

First Rating — — — —
Final Rating ———

Form of Behavior	Frequency of Observation During Period					
	Never	Seldom	Occasionally	Fairly Often	Frequent	Extreme
1 Disturbing any group meeting; laughing; roughhouse, etc.						
2 Volunteering for service task inconspicuously						
3 Avoids disagreeable things through sickness						
4 Using profanity or dirty talk						
5 Destroying property						
6 Breaking or ignoring camp regulations						
7 Showing courtesy, considering others first, etc.						
8 Showing disinterest in chapel, morning talks, vespers						
9 Cheating, lying, deceiving, sneaking						
10 Stealing						
11 Making friendly approach to unlikable boy						
12 Making friendly approach to those of his group						
13 Making friendly approach to those of other social, economic or racial status						
14 Hogging equipment						
15 Fighting in anger						
16 Bullying						
17 Irregular sex behavior						
18 Meeting misfortune cheerfully and efficiently						
19 Standing out against the crowd for worthwhile end						
20 Showing self-control in situations of annoyance						
21 Hurting another's feelings						
22 Retiring by self instead of mixing with group						
23 Contributing well considered suggestions to the thinking of the group						
24 Practising musical appreciation						
25 Minding his own business						
26 Turning to others for help on something he should do himself						
27 Bluffing						
28 Boasting, bragging						
29 Showing off						
30 Domineering, bossing						
31 Exercising authority objectionably						
32 Acting superior						
33 Observing rest hour						
34 Violating good etiquette						
35 Untidy in appearance and tent						
36 Practising bad posture						
37 Showing enthusiasm in group enterprises						
38 Originating, initiating, creating						
39 Evidences of inferiority feeling						
40 Showing laziness and indifference						
41 Showing hospitality to new ideas						
42 Grouching, crabbing						
43 Assuming leadership in group						
44 Considering himself first						
45 Getting angry and irritated						
46 Co-operating readily						
47 Shouldering responsibility						
48 Carrying enterprises through with despatch						
49 Razzing, teasing						
50 Acting opinionated, conceited						
51 Displaying courage						
52 Profiting by mistakes, accepting criticism						
53 Facing disagreeable facts						
54 Accepting recognition modestly						

"I would trade you places any day. I was sick the other night and it was heckish. . . . When you see the Pirate Ship in the camp book it looks big but it is small. So is the theatre. (It seats over six hundred) . . . I am in the Intermediate section and it's not much good. . . . I have been out in a sail boat about four times and it was great. . . . If you will trade me places just say so. . . . I hope Mom and Dad come home sooner than they expected so I will be able to go home. I will tell you straight that I will not come back here any more. . . . The camp is getting worse and worse. . . . The other night when I was sick I had four doctors. I can't explain how I felt because I did not have any pain or anything."

Thus doth nostalgia colour the eyes of the mind! One of our homesick boys wrote a letter to his father in which he had fifteen statements which were actually untrue, not to count the many distortions and exaggerations. Emotional weaning from parents, postponed to adolescence, is especially painful and a heavy handicap to the development of an independent personality.

"HIS BROTHER'S SHADOW"

The name of the Jacksons, Albert and James, were linked together as inseparable as the "Smith Brothers" of cough drop fame. Their names were as symbolic of anti-social escapades as the name of Jesse James in his generation.

We violate, in appearance at least, the basal principle of scientific case study when we couple these two boys together for our description. Each must be considered, and was treated, as an individual. But they came from the same home and had been conditioned by similar environmental factors. More significantly still, the chief factor in the environment of James from the standpoint of his behavior difficulties was his older brother, Albert. So we present the cases of the Jackson brothers together for they were inseparable, until not-by-chance they were separated.

Behavior Difficulties

Our description of these two brothers must be telescoped to a mere fraction of the length it deserves. Albert was ten, his brother eight, during their last year in camp with which we are mainly concerned.

A few descriptive remarks from the counselor's first report on Albert are suggestive:

> "Same old Al, not worried by anybody in the group, or by the positive suggestion (?) of his counselor. Very independent, knows what he wants and stubborn as they make them. . . . He makes few friends, but spends a great deal of his time with his brother James. The brothers seem to enjoy each other's company and usually seem quite happy although neither accomplishes very much in any direction. . . . Al is certainly not self-conscious. He does not mind what he does or where he does it. The first time I saw him at all awed by any one was by Ezekiel when the latter arrived at the tent. An interest in a better man than himself he judged, I suppose. No ambition at all in anything concerning the welfare of his group or the condition of his belongings. Absolutely indifferent. . . . Albert got into an argument with Ezekiel at dinner. Each claimed he had the bigger electric train. The two trains soon assumed alarming proportions in both size and price. Albert stuck to guns, however, until he could actually ride in his train, which by this time had tracks, tunnels, and bridges which would put the C. N. R. to shame. . . . Although courageous at first with regard to his swimming, Al is now beginning to back down and visits the doctor's quarters every day in hopes of discovering some malady which will keep him out of the water."

Before coming to camp a friend of the Jackson family said to Albert, "I hear you were the best boy in camp last summer." To which Albert replied, "It ain't so. I was second worst. 'Desperate Dick' was the worst. But I'm going to be the worst this summer."

More completely and briefly stated his behavior difficulties included the following: (1) Very difficult to control, not responsive to leadership; (2) exceedingly restless and jumpy; (3) table manners very poor; tent habits untidy; (4) assumes no responsibility in tent group; (5) does not participate in the activities of the camp, has very few interests of a wholesome nature; (6) has a riotous imagination with little sense of difference between real and imagined; (7) violently afraid of water, avoids swimming by every possible means, but chiefly through reporting sick; (8) difficult to get to sleep at night and wakens very early in the morning.

James. We will resist the temptation to present some illuminating descriptions of James' behavior taken from the case records. We present instead an enumeration of his adjustment needs as they were listed two weeks after camp opened:

(1) Difficult to control, does not respond to leadership; (2) table manners very poor; (3) takes no responsibility in tent activities; (4) possesses no interest in camp activities or program; (5) dislikes water, avoids swimming; (6) lies incessantly; (7) no sense of property rights or of the worth of property; takes other person's property; is destructive of property.

The similarity between the behavior characteristics of the Jackson brothers is so striking that it might appear as though we were describing the same boy twice. There is one difference, however, of such great import that it spelled the difference between success and failure in our effort to help them achieve more adequate behavior adjustments.

CASE DATA AND ANALYSIS

The pertinent facts concerning the home background of the two boys are these: The mother is a woman of culture who is away from home considerably. In her absence the grandmother looks after the boys and puts them to bed. There is also a housekeeper who is responsible for them at meal times. The father is a successful stock broker who is away during the week, returning at week-ends. It is evidently his custom to return home laden with things for the children. He lavishes money on toys, gum, candy, clothes, etc., for the boys.

Albert. During the interview with the psychologist, Albert was chewing gum, biting his nails, scratching, and constantly moving around. His fears included water, snakes, the dark, and lions. He dreams occasionally about spooky things. When he saw "The Phantom of the Opera," for example, he dreamed about the "phantom" and thought he was in the house. Bed-wetting persisted until he was seven. When made to hold his hands quietly in his lap, his facial muscles were affected, indicating the definiteness of his neurotic condition.

His case was diagnosed as neurotic, though not definitely chorea. The probabilities are that the neurotic condition has been developed from early infancy. Whether an erratic housekeeper or grandmother or the combination of "four" types of control is chiefly responsible for his condition is a matter of conjecture. Dr. Blatz doubted if much could be done for him in the camp. Albert's table manners, irresponsibility, narrowness of interests, and frequent use of escape mechanisms are all rooted in these home circumstances.

James. A medical examination of James revealed nothing important. The psychological interview and examination disclosed no evidence of definite neurosis, though he bit his nails and fidgetted considerably. He professed to be afraid of snakes and bulls.

The case of James was diagnosed as indicating nothing fundamentally wrong. His behavior is largely the result of his constant contact with the older, neurotic brother. His major difficulty is that he is "following his brother's footsteps."

Another key to his conduct difficulties is the home situation with its four "bosses," or centers of control. Father, mother, grandmother, and housekeeper together doubtless constitute an erratic universe. Perhaps some one of them, or more, is erratic in their control. The father is obviously spoiling the children by lavishing things upon them. This largely accounts for the boys' disregard of property, whether their own or somebody else's.

Method of Treatment

Albert. (1) It was very doubtful if the camp could do anything to improve the neurotic behavior of Albert. As a possible aid to the development of self-control and discipline, it was prescribed that he sit quietly in his tent with his hands folded for half an hour a day for a week. (2) When asked if he would like to go home, he replied that he "would sooner stay here." It was put up to him that he could remain only on the condition that he responded better to his counselor's leadership, and corrected his conduct in the various places where he was showing difficulty. (3) It was pointed out to him that his eating habits set a bad example for other members of his group and that unless he improved it would be necessary for him to eat alone. (4) He was asked to write a letter home telling his parents that he hadn't been behaving very well and that he was going to be sent home if he didn't do better. (5) He was separated from his brother, chiefly so that his influence on the younger boy might be reduced.

James. Since the chief cause of James' difficulties in camp seemed to be his older brother, of whom he was just a "shadow," the first step was to separate the two boys. James was moved to a group in another section of the camp where the opportunities for close contacts were greatly lessened. This separation was accepted by both boys more readily than we expected, for the remainder of the camp. (2) Every effort was made to encourage him in participating in the responsibilities and activities of his cabin group, and in the various activities of the camp program.

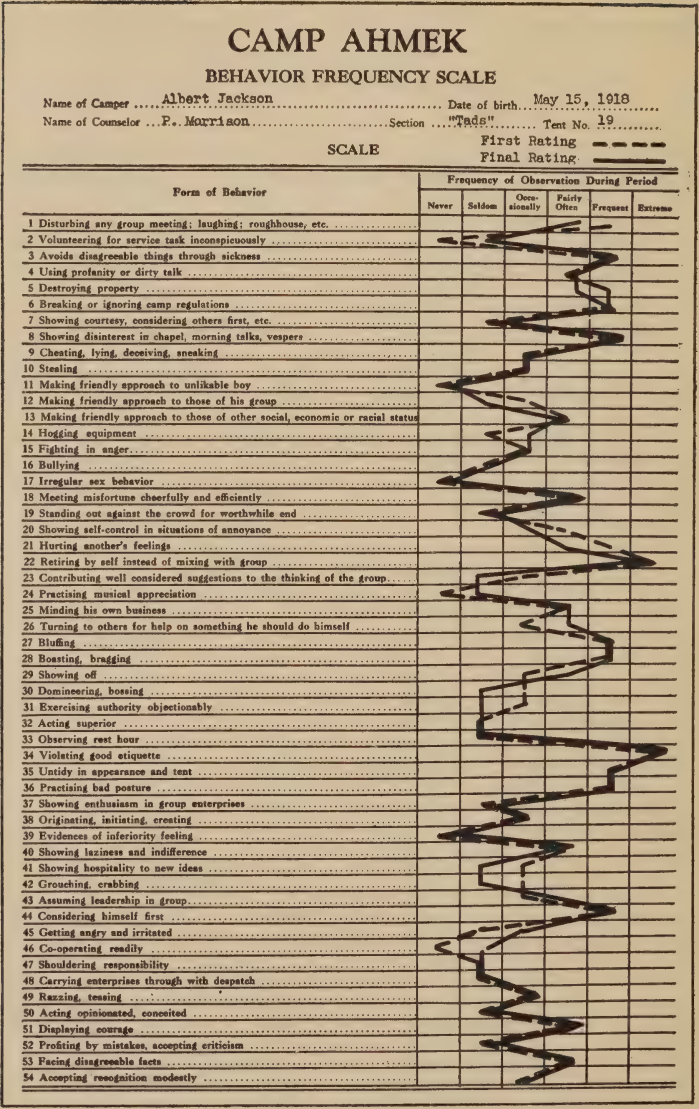
Report on Results

Albert showed but slight improvement in the ensuing weeks. His first "half hour" practice of quiet sitting lasted one hour, his next for three-quarters of an hour. On the third day he was able to achieve the half-hour of control in the prescribed time. His eating habits improved temporarily and his general participation in the group and camp activities increased slightly. His desire to have his younger brother restored to him was probably a motive in his attempt at improvement. The items of behavior on which he showed a *positive* change on the final rating were: disturbing group meeting, rough house, etc.; volunteering for service task inconspicuously; hurting another's feelings; domineering, bossing; grouching, crabbing; cooperating readily.

James. Subsequent reports on James tell a vastly different story. In the seven years of Ahmek, probably no boy's behavior was so quickly transformed, judged by the criteria available for estimating changes. He was a different boy on the minute of his separation from Albert. Here we let a few running comments of his new counselor tell the story:

"If observation and actions can be depended upon, Jimmie Jackson is not the Jimmie of past weeks and years. On his arrival in "Inkville" he immediately did as he was requested, hung up his clothes and made his bed neatly. He was polite and courteous. . . . During the 'Inkie' Pirate ship cruise, he entered into everything with zest. During the preparation of one meal he was heard three different times asking if there was anything more he could do. . . ."

(A week later) "Jimmie has improved noticeably since he joined our group. He always observes our cabin regulations that the last one in bed sweeps the floor the next morning. He had the job two or three times and he always takes great care in keeping the cabin tidy, picking up all the scraps lying around and emptying the waste barrel. . . . When we tell him that we would like him to do something, he responds willingly. We have tried to keep him away from Albert and have succeeded very well. . . . His instructor reports an improvement in his desire and ability to swim (He swam fifty yards before camp closed). . . . We haven't noticed very many lies and the ones he does tell are about trifling things. . . . His table manners have improved but he is rather selfish still.



CAMP AHMEK

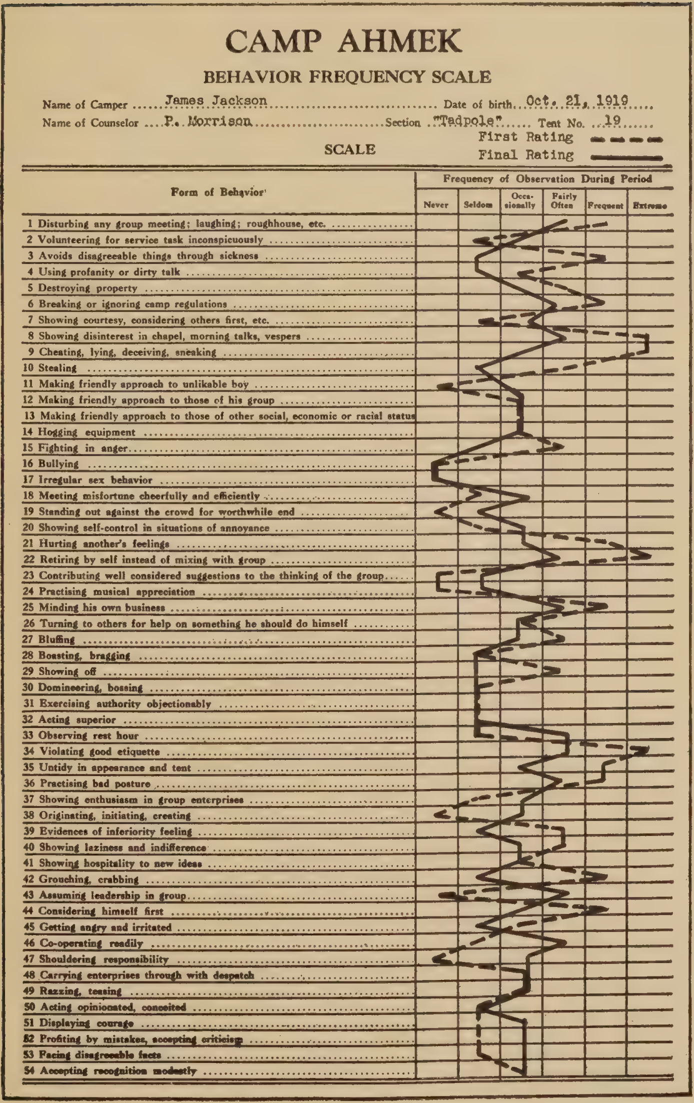
BEHAVIOR FREQUENCY SCALE

Name of Camper ....Albert Jackson.......... Date of birth...May 15, 1918........
Name of Counselor ...P.. Morrison.......... Section ..."Tads"....... Tent No. 19.........

SCALE

First Rating ▬ ▬ ▬
Final Rating ▬▬▬▬

Form of Behavior	Frequency of Observation During Period					
	Never	Seldom	Occa-sionally	Fairly Often	Frequent	Extreme
1 Disturbing any group meeting; laughing; roughhouse, etc.						
2 Volunteering for service task inconspicuously						
3 Avoids disagreeable things through sickness						
4 Using profanity or dirty talk						
5 Destroying property						
6 Breaking or ignoring camp regulations						
7 Showing courtesy, considering others first, etc.						
8 Showing disinterest in chapel, morning talks, vespers						
9 Cheating, lying, deceiving, sneaking						
10 Stealing						
11 Making friendly approach to unlikable boy						
12 Making friendly approach to those of his group						
13 Making friendly approach to those of other social, economic or racial status						
14 Hogging equipment						
15 Fighting in anger						
16 Bullying						
17 Irregular sex behavior						
18 Meeting misfortune cheerfully and efficiently						
19 Standing out against the crowd for worthwhile end						
20 Showing self-control in situations of annoyance						
21 Hurting another's feelings						
22 Retiring by self instead of mixing with group						
23 Contributing well considered suggestions to the thinking of the group						
24 Practising musical appreciation						
25 Minding his own business						
26 Turning to others for help on something he should do himself						
27 Bluffing						
28 Boasting, bragging						
29 Showing off						
30 Domineering, bossing						
31 Exercising authority objectionably						
32 Acting superior						
33 Observing rest hour						
34 Violating good etiquette						
35 Untidy in appearance and tent						
36 Practising bad posture						
37 Showing enthusiasm in group enterprises						
38 Originating, initiating, creating						
39 Evidences of inferiority feeling						
40 Showing laziness and indifference						
41 Showing hospitality to new ideas						
42 Grouching, crabbing						
43 Assuming leadership in group						
44 Considering himself first						
45 Getting angry and irritated						
46 Co-operating readily						
47 Shouldering responsibility						
48 Carrying enterprises through with despatch						
49 Razzing, teasing						
50 Acting opinionated, conceited						
51 Displaying courage						
52 Profiting by mistakes, accepting criticism						
53 Facing disagreeable facts						
54 Accepting recognition modestly						



CAMP AHMEK

BEHAVIOR FREQUENCY SCALE

Name of Camper ......James Jackson...................... Date of birth..Oct. 21, 1919.....
Name of Counselor ....P. Morrison..................Section ."Tadpole"..... Tent No. ..19......

SCALE

First Rating ▬ ▬ ▬ ▬
Final Rating ▬▬▬▬

Form of Behavior	Never	Seldom	Occasionally	Fairly Often	Frequent	Extreme
1 Disturbing any group meeting; laughing; roughhouse, etc.						
2 Volunteering for service task inconspicuously						
3 Avoids disagreeable things through sickness						
4 Using profanity or dirty talk						
5 Destroying property						
6 Breaking or ignoring camp regulations						
7 Showing courtesy, considering others first, etc.						
8 Showing disinterest in chapel, morning talks, vespers						
9 Cheating, lying, deceiving, sneaking						
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11 Making friendly approach to unlikable boy						
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51 Displaying courage						
52 Profiting by mistakes, accepting criticism						
53 Facing disagreeable facts						
54 Accepting recognition modestly						

He always makes a grab for the last piece of cake. . . . He is more careful of how he treats other's belongings but he still likes to walk around on the beds in the cabin. He is rather careless in leaving things lying around but has improved since coming to our group. The boys have complained several times about his kicking their things around, but not so much of late."

Later reports on Jimmie revealed a steady gain in his ability to live socially. On his final behavior rating scale he showed a positive change of fifty units, the second largest gain in the camp. The most graphic way of presenting the changes in his behavior adjustment is to reproduce his rating scale showing the first and final ratings.

We have described these two cases together in order to sharpen the seeming similarities and yet fundamental differences in their behavior difficulties. One showed practically no change after two months of our best efforts. The other adjusted his behavior when shifted to a new group to a degree that would be almost incredible if we had not observed and recorded the changes in behavior in the most adequate manner possible.

"A LOVER OF THE LIMELIGHT"

In sharp relief to the case of Martin who showed such marked improvement, we present in very brief fashion the story of twelve year old Freddy, with whom we had little observable success.

For Freddy, life was chiefly one self-display after another. He liked to show off by boastful talking, by "grabbing off" the leadership of an activity, by doing something spectacular, or by any other means of holding the center of the stage. Like some stores, everything he had was in his "show window." This characteristic of his behavior was well symbolized in his habit of whistling before diving in order to make sure of an audience. Coupled closely with these attempted short cuts to social success was a sad lack of stick-to-it-iveness. Things started with enthusiasm and ostentation were dropped without public proclamation with the next effervescent interest. Crying was his staunch ally in times of trouble, whether in the face of some minor injury, or some disagreeable situation. His popularity with the other boys lasted about as long as the novelty of a new toy. On one occasion the boys of his group petitioned to have him removed from their tent. Yet he did have leadership of a kind, even though transient in its duration. At one time he formed a secret society with four of the six boys of his group as charter members.

Case Data and Analysis

Two sets of factors apparently contributed prominently to Freddy's exaggerated love of "limelight." In the first place he possessed many personal advantages. He was mentally bright, well built, more than usually attractive with his blue eyes and fair hair, and did many things really well. These factors had tended to make him assume the central rôle in any situation. His bragging, showing off, domineering, and spectacular starts which never arrived were short cut attempts to the satisfaction of his strong desire for recognition and status. This basal tendency is better understood when the second main contributory factor is added. Freddy's father also has endeavored to achieve recognition and social prestige in rather superficial and ostentatious ways. His "social" standing is fairly high. His really close friends are few. The father worships Freddy. Freddy is his father "all over again." This fact, of course, has accentuated the development of smartness and "limelight loving" in the son. The mother, evidently aware of what is happening in the boy, oscillates between severity as a corrective for the father's doting attitude, and indulgence as a reaction to her own severity. This is only a partial analysis of the case data on Freddy, but it probably strikes at the more basic causal elements in his conduct.

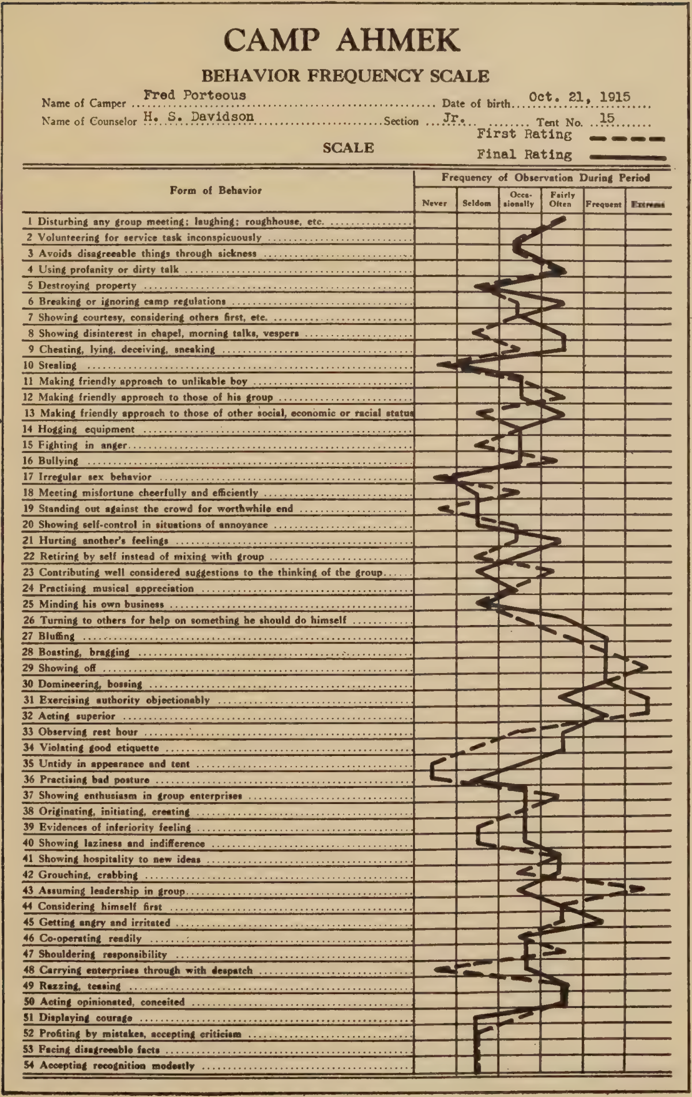
METHOD OF TREATMENT

Freddy was twelve and well matured for his age. He was an "old camper" and we knew him well. His good intentions had always died soon after birth. He was faced squarely with the facts of his unpopularity and the reasons for it. He was told about the boys petitioning to have him removed from their group. The examining psychologist endeavored to help him realize the seriousness of his "showing off" and that a boy who had genuine ability need not adopt such tactics for achieving success. To the question, "Would you like to be a counselor at Ahmek some day?", he answered a strong, "Yes, sir." The following specific things were agreed upon by Freddy and the interviewing psychologist in the presence of the camp director, Freddy's counselor and other leaders concerned:

(1) As a sign of his trying to get over the show-off habit, he was to "cut out" the whistle before his dives. (2) He was to write a letter to his father telling him that he was unpopular with the boys and that he was going to try to overcome it. (3) He was to finish whatever he started. His counselor was instructed to see that Freddy did not start any new project until the last one was completed. Freddy went out from his interview in a humiliated but evidently rebellious mood.

LATER REPORT

Perhaps our direct approach to Freddy's behavior problems was a mistake. Or perhaps he was too much in love with himself to be willing to face squarely these disagreeable facts. Perhaps, it is too much to expect that habits of ten years' growth can change at all in a month or two. Or perhaps environmental support for the formulation of the newer habits was not constant and strong enough. At any rate, no unbounded success rewarded his efforts at readjustment, if such efforts were made. He did show some improvement, with the cooperation of his counselor, in finish-



CAMP AHMEK

BEHAVIOR FREQUENCY SCALE

Name of Camper Fred Porteous Date of birth Oct. 21, 1915
Name of Counselor H. S. Davidson Section Jr. Tent No. 15
First Rating — — — —
Final Rating ————

SCALE

Form of Behavior	Frequency of Observation During Period					
	Never	Seldom	Occasionally	Fairly Often	Frequent	Extreme
1 Disturbing any group meeting; laughing; roughhouse, etc.						
2 Volunteering for service task inconspicuously						
3 Avoids disagreeable things through sickness						
4 Using profanity or dirty talk						
5 Destroying property						
6 Breaking or ignoring camp regulations						
7 Showing courtesy, considering others first, etc.						
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49 Razzing, teasing						
50 Acting opinionated, conceited						
51 Displaying courage						
52 Profiting by mistakes, accepting criticism						
53 Facing disagreeable facts						
54 Accepting recognition modestly						

ing the tasks he set out to accomplish. A new interest in playing the mouth-organ persisted throughout the camp. How strong was the motive of the frequent public performance of the "mouth-organ band" in the dining lodge we do not know. He was changed from his group to an older group to give him a fresh start, and to surround him with boys whom he could not "lord it over" so easily. A second change was soon made in the interests of the peace and contentment of his fellow tent-mates. His bluffing, boasting, exaggeration, and mental cowardice were not perceptibly altered. He did show an increased ability to cooperate and share in the responsibility of the group in the last group he joined. This was especially marked on the canoe cruise where he proved to be a very willing worker.

If Freddy could be dealt with in an extra-home environment for a considerable length of time there should be a much greater possibility of achieving the shift in mental and social habits essential for effective, cooperative living in the community. The alternative of this method would be to face the facts frankly with the parents and seek the necessary changes in the home attitudes and controls.[1]

"AN INVETERATE EXCUSER"

The story of Allen Jacobs possesses some features in common with the case of Freddy. Allen was sixteen and came from a large city. A summary of his behavior characteristics will not prove as illuminating or interesting as a description of some of his escapades, but we present the former in the interests of space. Here are the outstanding items in his behavior as enumerated by his counselor: crude language; deceitfulness and constant lying; utter disregard for all camp regulations; immensely conceited and shows off; lacks self-control, fights frequently; takes no share in group activity or responsibility, or in the general camp activity; steals. Is it any wonder that his counselor soon sought aid in his leadership methods with Allen?

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[1] Since Freddy changed groups three times during the summer, the second rating on his behavior frequency scale is not as reliable as it would be otherwise. The scale gives a good insight, however, into Freddy's characteristic modes of behavior.

Case Data and Analysis

The camp director had an interview with Allen, with his counselor and sectional director present, in which his citizenship in the camp up to date was frankly reviewed. It was agreed by Allen that hereafter he would take more responsibility in his group, would enter more largely into the activities of the camp, and would not ignore the regulations of the camp concerning such things as absence from camp without the counselor's knowledge.

In a canoe cruise which immediately followed the interview, Allen displayed improvement in cooperation and in assuming responsibility. An episode occurred on the trip, however, which made him eligible for another interview on his return. He, with another camper, visited a girls' camp, posed as counselors from Ahmek, borrowed a canoe from a visitor at the camp without the owner's permission, and went out paddling with a maid who worked at the camp.

When the interview took place, Allen was asked to report as to the success of his new intentions on the canoe trip. He made no sign of telling about the girls' camp affair, so this had to be "dragged out." He denied pretending to be an Ahmek counselor though there was evidence of four witnesses to support it. As a result of this interview, Allen and his sectional director left at once by canoe for the girls' camp, twelve miles distant, where Allen made an apology to the camp director for his conduct. The trip up and back produced a very chastened and repentant mood in Allen. Before returning he confessed that he had stolen a fraternity pin from the boxing instructor. The pin had formerly been discovered in his possession, but he had insisted that he had found it. He was prepared to do anything if the camp would only give him another chance.

On his return from the girls' camp another interview was held in which some illuminating data were uncovered. When asked why he did these things, he replied that he was not "the same as other people." When asked why, he told about being in a car accident when he was seven years old in which his skull had been badly hurt. When he was ten years old, he overheard his parents talking about him and his brother who was a year older. They were commenting that it could not be expected that he would be as strong or as capable as the older brother on account of this accident. This conversation had given Allen the idea that he was "not right" and the notion had been strongly fixed in his mind. Since then he had been given physical and mental examinations by doctors several times. . . . Allen had never been punished at home. His father's method of discipline was to dock his allowance which was now fifteen dollars a week. . . . He had been at several private schools, never getting along well at any of them. At one school he had been "caned" nineteen times the first term. . . . That Allen's mental abilities were not below par was evidenced both by his school standing and the tests taken at the camp.

In Allen's case, the need for more complete and authentic data from home and social background as a basis for diagnosis was keenly felt. In the light of the data at our disposal, it appeared evident that Allen had been able to get away without facing the consequences of his behavior because of his injury. This, coupled with the probable fact of his sense of being different and inferior, would largely account for his extreme braggadocio, showing off, lying, excusing, lack of self-control, irresponsibility and non-cooperative attitude.

Method of Treatment

We had no illusion as to the probability of Allen establishing new habits in the course of a few weeks. Because of the social menace of behavior like stealing, there was some disposition to send him home. Instead, however, he was given the chance which he professed to want so badly.

The consequences of being a liar and thief were pointed out to him in scathing terms. He was told that the medicine he would need to take for being such a liar was not punishment like he had been accustomed to at school, but the complete lack of respect everybody would have for him. . . . He was told of a boy who had been in camp in earlier years who had many of his social difficulties and after a long hard fight seemed to be winning the battle. On this background of discussion certain definite conditions and plans were formulated. (1) His parents would not be advised of his conduct, especially the stealing, at present. (2) He must undertake to respect the regulations of the camp and must keep away from Mowat and Joe Lake (summer hotels). (3) He was told that he should take time to think through what was involved in being honest in all of his relationships; that honesty was not something that could be gained by just having someone talk to him, but that it was a habit he must develop over a long period of time just like any other habit. (4) He was to be definitely related to his sectional director with whom he was to keep in constant contact. (5) He was to report daily in person to the Camp Cabinet at its time for meeting.

Our major hope was in tying him up closely to a strong leader who would be a sympathetic but firm ally in his struggle. His daily report to the Cabinet in session was intended merely as another reinforcement or control in the development of a new series of attitudes and habits. We were sure that it would be well nigh impossible psychologically for the new habits to become rooted without strong environmental support and pressure. This we endeavored to supply.

The methods we employed were successful, at least, in keeping Allen out of "hot water" for the remainder of the summer. Because of his bad start, it was practically impossible to establish friendly and cooperative relationships with his own age group. He assumed some responsibility in teaching younger boys to swim and dive, and helping at the theatre. He displayed less tendency to show off and to quarrel. His overt behavior really seemed changed. Whether or not there actually was any fundamental revision of his attitudes was not evident. We did believe that the methods utilized to give constant support to newer ways of behavior were sound in difficult cases of this character.

"SELF-CENTERED TWINS"

Harry and George Thompson are included in our presentation of cases chiefly because they lend themselves to a consideration of some different methods of approach to the socialization of behavior than those previously described.

George and Harry, age fourteen, were twins. They were excellent illustrations of boys who are commonly and rather loosely termed "spoiled." They were extremely self-centered. They were accustomed to having their way. They were fussy at meals. They were disrespectful toward the counselors. They were obstinate. They were lacking in sense of responsibility, cooperative attitude, and interest in many activities.

George was the more delicate, selfish and obstinate of the two. He was also the more influential of the two in their inter-relationships. His desire or way usually triumphed.

Our study of the boys served chiefly to strengthen the presupposition that they had been pampered at home. An item of significance, however, lay in the fact that George had always been sickly and very delicate. For some time when he was young, the parents were afraid he would not live. Dr. Thom has described so well the personality changes which are likely to result from a situation of this kind that we quote him:

> "It matters not whether the child has been cared for at home or in the hospital. In either case, the period of convalescence

is one during which the entire household revolves about him. Invariably the other children are instructed to give in to the ailing member. Every want is anticipated and his demands, however numerous and varied, are satisfied at the earliest possible moment. He is in a position to commandeer everything, not only within his reach, but oftentimes within the scope of his imagination; and in return nothing is asked of him. He is not held responsible for his irritability, tempers, or selfishness. He finds it unnecessary to present excuses for his undesirable conduct; this is done by his parents. Never before has he enjoyed such power, never has he found himself in such an attractive situation, never before has he been allowed, let alone encouraged, to throw aside all inhibitions. It is, therefore, not surprising that he clings tenaciously to his newly acquired position of power, and gives up with great reluctance the means and methods that he has utilized so successfully to get his own way." [1]

George is a striking example of the effect an illness may have on personality development. The entire range of his habits which involved his relationships to others had been so conditioned that all of his satisfactions centered in himself.

Our task seemed to be to help him develop interests of a broader and more social nature; to help him find satisfactions in actions which displayed some social concern, responsibility, and cooperation. The counselor was cautioned against being critical or nagging even when his conduct was very disappointing. His weaknesses should be overlooked. The approach to George should be positive. We were to show our appreciation of any act indicative of responsibility, cooperation, or unselfishness, no matter how small. He should get a glow of satisfaction out of these performances of a more social character. We worked on his present interests, a prominent one being canoeing, and sought to increase gradually habits of responsibility and cooperation through this activity. We especially encouraged a fondness for canoe cruises as we felt the experiences of the canoe trip would be the most helpful that the camp could provide.

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[1] Thom, D. A., *op. cit.*, pp. 210-211.

It was in connection with one of George's canoe trip experiences that we made a departure from our customary procedure. Usually, a tent or cabin group with two additional leaders constituted the members of a canoe cruise. One night, while talking around a dream-stimulating campfire, a few counselors conceived the idea of selecting six of the most "self-centered" boys from the intermediate section and sending them out on a canoe trip together. A lazy, selfish, uncooperative boy might and frequently does get through a canoe cruise on "the shoulders" of other boys. But six boys could not all shirk in paddling, carry the lightest pack, avoid dishwashing and woodchopping. We thought the novel notion worth trying. Six of the boys who were especially of the "spoiled" or "selfish" type were selected for what was called "a special canoe trip." The three counselors for the cruise were carefully selected and the purpose of the experiment discussed with them. The counselors kept a detailed record, written up nightly after the boys were asleep, of all the events which transpired.

We wish there were opportunity to present in the vividly descriptive language of the report some of the situations which arose and the adjustments which were made. We select two fairly typical incidents, one of which was entirely spontaneous, the other "manipulated" by the counselors:

"Henry and Sam were in the same canoe. . . . On the first portage Henry picked out the lightest pack saying, 'I don't know whether I can carry this but I'll try and carry it all day.' On the next portage, however, Sam got the lightest pack first. When Henry protested that it was his, Sam told him that no one had any one pack on a canoe trip, that they all shared packs. Henry tried to hang on to the pack, but was frustrated. Sam carried the pack."

"The boys had been showing their usual selfishness in eating, so we planned a 'gimme meal' one noon. We told them that there were two ways of eating, one in which everyone got their share, and the kind we were going to try today where everyone grabbed for himself. We told them they could follow whichever method they wanted. When the meal was ready it was spread out on the ground, the boys were lined up and at a signal 'they rushed for the food.' . . . (What happened we leave to the imagination.) They enjoyed the 'gimme meal' at the time but they all agreed it was not a good way to eat. Don said it made them like pigs and they did not share. Henry said that at home they had to pass things and he could not imagine grabbing into his mother's plate."

On one occasion boys and counselors changed places and the counselors playfully acted the behavior chacteristics of the boys. The sum total of the results of the trip seemed to be two-fold: (1) An awakening sense on the part of some of the boys that their usual habits were not of a co-operative and helpful kind; (2) a growing tendency on the part of all the boys to assume a fairer share of responsibility throughout the six days of the cruise. For most of them this acceptance of their share of work came only with struggle, effort and sometimes much complaint. On the whole the trip was enjoyed. We have never repeated the experiment, although there seemed to be some definite values in having a number of boys, who were all seeking escape from work, together where the actual necessities of the situation made it impossible for everyone to have his workless way.

We come back now to George and his brother Harry, who were members of this "special trip." Our approach had been to have them find satisfactions and joy in social forms of behavior. All their life their satisfactions had been attached to anti-social or non-social ways of acting. At the close of camp, we believed that some progress had been made. They were entering more fully into the activities of the camp and assuming more readily and joyfully the responsibilities of membership in a group. Another year or two in camp we thought might help them substantially in making for wholesome social adjustments. But they did not return to us the next year.

There are many more cases we would like to sketch. Here is the story of David, strongly conditioned to fear in infancy, who was probably the most difficult swimming problem we ever had. An exceptionally intelligent mother, working at home to "un-condition" his fear toward ice-skating, the velocipede, roller skating, etc., made the camp's task of eliminating his water "phobia" much more effective.

On the desk before me are several single-spaced typed pages recording the episodes in one day of a seven-year-old boy, the most stubborn we had ever encountered. He had practiced disobedience and stubbornness with rare success at home. His mother had written us that he was very willful and that when he made up his mind "you can't change it." In camp he held out valiantly and violently on this occasion for two and one-half "foodless" hours. He was much more responsive during the rest of camp.

There are several stories of difficult campers who become first-class counselors. Here is an older boy in 1925, characterized by his counselor as follows: "Childish, easily led, lazy, will not cooperate, does not enter into the camp spirit, makes excuses and sneaks away from all camp projects, does not mix well with his own group, is likeable in no way, is considered a pest and nuisance by everyone." In 1927 he was elected as "Sachem" of the Senior Section; in 1928 he was a counselor-in-training. At the end of the first month he was the first choice out of thirty counselors-in-training for a counselor's position. At the close of camp he rated as a class "A" counselor. The camp recognizes the many contributary factors in the development of John, but our records show, and his mother proclaims, that Ahmek has been a significant influence in these years of transition and transformation.

As we look over the records that have accumulated in five years and think back over our experience in the guidance of boys, two outstanding impressions or conclusions are inescapable. First, we see now that we have missed many opportunities to help boys achieve more useful and effective social attitudes and habits. Secondly, our effectiveness as an agency of social adjustment has increased with our conscious endeavor to bring the most scientific tools and techniques available to bear upon this task. The counselor's awareness of the behavior needs of his boys has increased in depth, range and definiteness. His skills of leadership have grown apace. Resources inherent in the camp have been harnessed more intelligently and directed toward the attainment of these specific objectives. New resources in personnel and technique have been enlisted for this specialized field.

The camp of the future, which aspires to do the work of an educational agency, possesses the opportunity and faces the necessity of providing leadership adequate to this task of helping boys achieve the largest possible degree of emotional health and socially-minded behavior.

CHAPTER X

THE TRAINING AND SUPERVISION OF LEADERSHIP

"The chief function of supervision is to further the pupil's learning and growth. Supervision is therefore coextensive with the range of things physical and spiritual which are *primarily* concerned with bettering the conditions which surround learning. A direct attack may be made upon improving learning through the improvement of teaching."—BARR and BURTON.

The most crucial problem faced by the camp which seriously seeks to utilize the knowledge and methods of current psychology, sociology and education for the attainment of character outcomes is that of securing a leadership personnel adequately equipped for such a task. It is but a truism to assert that the main obstacle or means to the realization of a camp's educational ideal is its leadership.[1] It is equally evident that the leadership equipment of camp counselors lags tragically behind the demands of an educationally motivated summer camp. Much more experience and experimentation in the selection, training and supervision of counselors is a prerequisite to the embodiment of the scientific ideal in the camp method and program. It is our object in these chapters to describe, and in some measure evaluate, the experience and practices in the supervision of leadership and program at Ahmek.

In one sense this entire volume might be interpreted as dealing with the function of supervision. Throughout our discussion of objectives, camp program, and behavior adjustment the processes of training and supervising leaders have been evident. Our present task is largely to separate more sharply the element of leadership and focus our attention upon it specifically and analytically.

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[1] For a realistic commentary on this fact see Table V, p. 241.

Although our major concern in these two chapters is with leadership supervision we shall interpret the meaning of supervision broadly enough to include other closely related elements. Our description of supervisory practices falls into the following categories:

(1) The selection of camp counselors.
(2) The improvement of leadership.
(3) The improvement of program.
(4) The development of leadership *esprit de corps.*
(5) The evaluation of the effectiveness of leadership.
(6) Experimentation and research.

Each of these major functions or fields of supervision demands further elaboration.[1] Throughout all of these supervisory functions the central aim is to provide the conditions in which the most favorable growth of the campers will result. That motif must be central in all supervisory activity.

THE SELECTION OF CAMP LEADERS

The summer camp which possesses educational objectives finds itself in a uniquely difficult situation from the standpoint of recruiting a personnel equipped for its task. Two reasons may be suggested to account for this fact. (1) There is no educational agency which prepares men primarily for camp leadership as a profession. Consequently there are no recruiting sources in the colleges and universities which may be drawn upon directly for a well equipped camp leader. (2) The abilities essential for effective leadership in addition to the requisite personal qualities involve a blending of campcraft abilities and educational skills. The summer camp then, to a large extent, must continue to develop its leadership as it always has done. Since the educational and scientific emphasis in the camp is relatively recent there has not yet been time for it to develop a type of leadership consonant with these newer objectives and methods.

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[1] This classification of supervisory functions is an adaptation of that given in *The Supervision of Instruction,* by Barr and Burton.

Ahmek has drawn its leadership from a cross section of the college and university departments. We have not secured sufficient evidence to conclude what type of vocational preparation best fits a man for leadership in the camp. There are some grounds for assuming that men in the fields of social science and education have the best academic equipment for the task. But often these men sadly lack the personality qualities and the campcraft skills essential for the "close-up" living with boys in the woods. College students, looking forward to professions like law, business and medicine, when carefully selected, possess the personal qualifications, adjust themselves readily to camp life, but lack, and usually do not quickly acquire, the requisite educational skills. Ahmek and other camps with an educational outlook, at least have transcended the stage of recruiting leadership largely of the "college athlete" variety, though many recreational camps still draw heavily upon this kind of leadership. This does not imply that a college athlete may not become an effective counselor. It does infer that athletic skill is a minor qualification where a camp seeks outcomes in terms of social attitudes, habits and behavior.

The experience of summer camps on a wide scale, with their variety of practices, needs to be carefully studied in the light of the purpose of the particular camps and their accomplishments. From a thorough testing of different policies some rather definite and dependable conclusions should result. This entire discussion on supervision, this whole volume in reality, will imply a critical evaluation of the policy pursued at Ahmek. As far as its policy of selecting men from the various college departments has been deliberately formulated it rests on some such consideration as this. The eyes of the camp directors at Ahmek have always been focused on the counselor, as much as on the camper, as a person who should have a significant experience of growth as a result of his life in camp. It is a commonly acclaimed fact that the leader's growth and benefit greatly exceed that of the camper. Why this should be true is not hard to understand. Growth comes in the greatest measure through the pursuit of ends or the performance of a task which evokes to the full the purposes, capacities, interests and skills of the person. The summer camp as an agency of adult education is entitled to much greater recognition than it now receives. Perhaps we could even go so far as to say that its most significant results are achieved among its leaders, especially where leaders have not yet fully matured. As a preparation for intelligent parenthood alone the experience of the camp counselor is unexcelled.

If this point of view is taken seriously there is some merit in selecting leaders from various prospective vocations, provided they can secure the leadership skills required for the camping enterprise. Ahmek has held the ideal, correct or not, that there should be something distinctive about its products, its counselors in particular, and that Ahmek's contribution to society might best be made by sending its men into the various walks of life, business, medicine, law, teaching, engineering and the ministry. This position may be quite untenable. There are already some evidences that basic modifications in its leadership policy must take place if the educational task it envisages is to be fruitfully performed.

THE NATURE AND FUNCTION OF THE EDUCATIONAL LEADER

The qualifications of the camp leader will be analyzed more thoroughly when the rating of counselors is discussed. Our conception of the nature of leadership as a social function should be briefly stated here because of its implications for the selection and supervision of counselors.

Two strands of current scientific thought flow together, giving a new conception of the nature and function of group

Jack Miner and Boys Sight Flock of Wild Geese leadership. (1) When education is conceived as the enrichment of experience through the purposeful pursuit of worthwhile ends the function of the leader shifts from a dispenser of knowledge, or an autocratic master, to a stimulator of purposeful enterprises from which will result the development of desirable attitudes, skills, knowledge, ideals and habits. The leader then must be in rapport with the purposes and wishes of the group members if he is effectively to stimulate and guide their behavior. (2) Leadership, when analyzed by the social psychologist, is also a group or social function, and not merely a matter of personal qualities. A leader is one who defines, stimulates and crystallizes the desires of the group, and who usually shares with the group in the effort to realize these purposes. Leadership is a function of social relations in which one person is superior as a stimulus in defining the way the group will behave.[1]

Educational and social psychology converge then in this social conception of leadership. Translating these principles more explicitly into their meaning for the summer camp we arrive at the position stated in the next few sentences. The leader is a genuine *member of the group,* not someone outside of it, or imposed upon it, as is so frequently the case in our schools and churches. A leader must be recognized by the members of the group as a person who has both the desire and the ability to help them to achieve their purposes and satisfy their desires. But the leader not only helps the members of the group to actualize their desires. The most important and most difficult task of the leader is to enlarge the boys' range of interests, to stimulate in them new purposes, to be a means of refining their attitudes and of building new habits. He is the medium for relating the boy with his immediate needs and desires to the experience, knowledge and life of the wider human group. His relation to the boy is not one of authority, but of genuine cooperation. Ahmek has adopted the principle that the boy should always feel that his counselor likes him, is boosting for him, and is seeking to further his desires and interests. The strength of the counselor's leadership resides in his power to satisfy desires and to create new desires in the members of his group. To the degree that he is instrumental in increasing the boy's sense of achievement and satisfaction his rapport with the group members is established.

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[1] Cf. materials on social controls, Ch. XIII.

This rather theoretical discussion of the functional nature of leadership has been inserted at this point because it is an important factor in the selection of leaders, and an even more important element in the policy of leadership training.

Training "Camp-Grown" Counselors

A major source of the kind of leadership required for the camp as an educational enterprise is the camp itself. Perhaps this is the most promising agency for training leaders who will possess campcraft abilities, the ideals of the camp, and educational skills. The first start toward developing the type of leadership desired is with the campers. Senior campers, especially, may be "groomed" for leadership positions. Ahmek has always held before her campers the ideal of becoming a counselor. Within the camp realm no greater distinction can be achieved. A definite training plan is carried out with senior campers and with a specially selected group of older boys who are called "counselors-in-training."

Leadership Training for Senior Campers.—Three kinds of experience contribute directly to the equipment of senior campers for later positions of leadership. First, there is the general camp experience which develops skills in the essential campcraft activities, produces an appreciation of the ideals and purposes of the camp, gives an understanding of camp methods and organization, and tends to yield those social attitudes and qualities which are indispensable for the happy cooperative life of the summer camp.

Another kind of experience which contributes to the preparation of the older boy for future leadership is actual practice in the leadership of younger boys. Many of Ahmek senior boys welcome the chance to act as a stern paddler and assistant leader on a canoe cruise with the smaller boys. Helping counselors of younger boys with their groups in camp gives increased knowledge of boys and of methods of leadership. Older boys can also give valuable help in the instruction of the smaller boys in such activities as swimming, diving, canoeing, boxing and sailing. Much of this instruction will be of a casual, or informal, character. But to a fairly substantial degree it may be definitely arranged as part of the instruction program.

A third means for developing leadership abilities in older campers is the course for senior boys on "Leadership Training," which is held annually. This class was first inaugurated with some skepticism as to the response which boys would make to a discussion of boy life and principles of leadership. It has proved immensely popular, largely because so many of the boys are seriously seeking to become counselors. They also seem to find an increased sense of pride and worth in having a class similar in content to that of the counselors.

This course is led by such men as the camp director, the director of program, and the director of personnel. It deals largely with a discussion of skills needed for camp leadership and with basic educational principles. These older boys quickly become familiar with the purpose and principles which underlie the camp program. One year the senior boys in the leadership class determined their own program by formulating what they considered to be the requirements or standards which should be met by older boys to make them eligible for a position as counselor-in-training for the following year. The standards they set up are worthy of reproducing here in brief form.

Leadership Training Class

SENIOR BOYS

Suggested Requirements for a Counselor-in-Training

I. Proficiency in Camp Curriculum.[1]

- a. Qualifications represented by instructor or assistant instructor bars in at least four activities. A minimum of one instructor's bar required.
- b. Qualifications represented by first grade bars in six additional activities.
- c. These ten activities must include as essentials the following: campcraft; canoeing; leadership training; life saving.
- d. Interest in five additional activities indicated by either bar recognition or the instructor's recommendation.

II. Leadership Abilities.

- a. An understanding of the ideals and objectives of the camp. (This will include a discussion of the ideals of citizenship.)
- b. An understanding of boy life and behavoir.
- c. Principles of leadership. The "laws of learning"; how character develops; methods of leadership, etc.

Test of Leadership Abilities

- a. Practice in working with tent groups.
- b. Attendance at leadership classes. (Indicating interest.)
- c. Contribution in discussion. The recommendation of the instructors of the class will be taken here.

III. Team-work Qualities.

- a. Open-minded attitude toward things.
- b. Dependability in carrying out responsibilities.
- c. Industry—the ability to do, and to stay with, unpleasant work.
- d. The ability to be agreeable; cheerfulness.
- e. Patience; self-control.
- f. Truthfulness; honesty.

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[1] In later years this emphasis on the bar as representing standards of achievement diminished.

g. Initiative.
h. Sympathy; kindness.
i. The ability to cooperate in group and camp activities.
j. Punctuality.

The rating of the boy by the counselor and the sectional director will be the basis for the evalution in these qualities.

The working out of this statement evoked much thoughtful and enthusiastic discussion. It was a project in the truest sense of the term. After the various types of abilities, attitudes and skills which were considered essential for good leadership had been worked out, the entire range of camp activities became tinged with new significance for many boys who viewed them as part of their preparation for leadership.

Senior campers who measure up to the camp standards of age and leadership ability are eligible for a place as a counselor-in-training. This phase of our training program now calls for discussion.

The Counselor-in-Training Scheme

The present counselor-in-training scheme is a result of a trial and success process extended over a five year period. The camp director first conceived the idea of having some of the more capable of the older boys return to camp for a year as prospective leaders without paying the regular camp fee. This group of older fellows was called "the Leaders' Corps" for the first year. Ideally, they were to get considerable practice for leadership with the boys by assisting the counselors. Actually, because of the smallness of their number, they lugged trunks, lumber and supplies most of the time. A motto selected early in the camp season "per ardua ad astra," was more prophetic, especially in its first phrase, than they realized at the time.

We shall omit the various steps leading up to the present plan. Each year twenty-eight older boys, or young men, seventeen years old or more, are given one year at camp without cost, except for their traveling expenses, as counselors-in-training. If they make good during this year they may receive appointment as counselors with younger boys the following year. Their responsibilities include two types of work, or experience. (1) They serve as waiters in the dining lodge. They work in shifts of nine days on dining lodge work and nine days off on other activities. (2) The other type of activity is leadership practice with younger boys. They assume responsibility for tent groups on the counselor's weekly day off. They also act as stern paddlers and assistant leaders on canoe trips. They are attached to sections and related to a sectional director and other directors of the camp in the same way as the counselors. They attend the regular meetings of the counselors when not doing dining lodge duty. Methods of testing and rating counselors-in-training are similar to those employed with the counselors.

A brief critical evaluation of the counselor-in-training scheme may prove helpful. The most severe criticism levelled at this plan for developing camp counselors is that it costs considerable money to have this number of men added to the camp staff. Less than half this number of men could be hired to do the dining room work. Another possible limitation of the scheme, also financial in part, is its tendency to weaken the senior section of the camp from the standpoint of both members and age. There are two ways in which these criticisms may be answered. Boys are likely to receive the finest possible experience in camp as counselors-in-training. We are doing more for them than we could do if they were campers. Moreover, it is at least a questionable practice to have boys seventeen and eighteen years old fully dependent upon their parents twelve months in the year. Our camp directors in their most candid moments are not too confident of the counselor calibre of the eighteen-year-old boy who can so readily "draw on his dad" for the sum of money needed to pay his expenses for the summer in camp.

The advantages which the counselor-in-training plan possesses are four in number.

(1) We have briefly indicated that boys at an early age "point" toward leadership positions in camp. The counselor-in-training scheme is played up so that it does become the high ambition of many campers. It provides an educational motive for becoming skilful in a variety of campcraft activities when the tendency in some cases might be to do only the two or three things that were liked the best. Probably it serves also as an added incentive for displaying the camp spirit and endeavoring to express its best ideals.

(2) It makes possible a substantial number of counselors who are indigenous to the camp, who embody in a marked manner the skills, methods and ideals of leadership which are consonant with the aims of the camp. We do not believe that a camp should recruit all of its leadership from its campers, by any means. Many of Ahmek's most capable men would have never been available if it had been necessary for them to start as campers, because they came from homes where this privilege was not possible. Perhaps, also, they were the kind of older boys who were determined to make at least their summers free from parental expense. In 1928 over half the counselors and sectional directors had started as campers in Ahmek. In 1929, fifteen of the 1928 counselors-in-training of high quality should be available for camp leadership.

(3) An outstanding advantage of the counselor-in-training plan is that it makes possible a thorough testing of abilities and attitudes before counselor responsibility is given. Many chances are inevitably taken in the selection of new men, even when personal interviews with prospective leaders are required before appointment. Some camp directors know only too well how hard it is to select a man in the city who will make good with a group of boys in the woods.

(4) Perhaps the best case for the counselor-in-training idea is that it is a most fruitful experience for young men

of this age. The ordinary activities of camp do not offer an opportunity for development comparable to that afforded through the activities of the counselor-in-training. Some parents who are alert to the superior developmental value of responsibility have paid the customary camp fee for their boys and specially requested that they be given genuine responsibilities in the camp.

THE IMPROVEMENT OF LEADERSHIP

The improvement of leadership should be viewed as a means to one end, the growth of boys in desirable skills, ideals, attitudes, interests and habits. All of the supervisory devices therefore approach the growth of the counselor through his relationship with boys.

Pre-camp Methods of Training

There are several things that may help improve the equipment of camp leaders before the opening of camp. All available counselors, or prospective counselors, should enroll in camping courses given by colleges and universities. With rapidly growing recognition of the potential educational opportunity of the summer camp and its need for a skilled leadership, more adequate training resources in the colleges may soon be provided. The courses which have already been inaugurated in universities and colleges are symptoms of trends in this direction. Camp leadership courses of both practical and theoretical character may be established by camp directors on a cooperative basis where college courses are not accessible or adequate. Where a number of camp leaders are drawn from one center a camp may conduct its own leadership course as the Y M C A does so frequently. Ahmek counselors who live in Toronto meet regularly throughout the year for social and educational purposes. Prospective counselors may also be encouraged to take courses which will contribute to their leadership skills, such as child psychology, educational methods, nature study and educational psychology. A precamp training school held for a week before camp opens is another plan which is employed by some camps for improving the equipment of leaders.

Reading is another medium for increasing the skills of camp leaders. A short bibliography carefully selected, or better still, copies of books supplied by the camp and sent to leaders may bear some fruit. The books recommended should not be too technical unless the counselor has had a background that fits him for the more advanced reading. Such books as the following are samples of the kind of reading which will prove of inestimable worth in building up attitudes consonant with the educational approach to leadership in camp: *Magic Casements,* by Ruth Perkins; *The Real Boy and the New School,* by A. E. Hamilton; *Group Leadership and Boy Character,* by A. J. Gregg; *Foundations of Method,* by W. H. Kilpatrick, and *Everyday Problems of the Everyday Child,* by D. A. Thom.

Each year the director of Ahmek prepares mimeographed or printed material and sends it to the staff two or three months before the opening of camp. This material deals with the purpose and objectives of the camp, the way a boy learns best, the camp's scheme of cooperative government and the theory supporting it, methods for dealing with boys, the routine responsibilities of the counselor and other topics of similar importance. While this kind of preparatory equipment does not have a chance to build the appropriate habits and skills, it does help to stimulate the mental attitude of readiness which makes the more intensive and actual training practices in camp more resultful.

Another aid to the development of leadership abilities is contacts with boys throughout the year. Churches, the Y M C A, scout troops, boy's clubs and other agencies offer excellent opportunities for valuable experience. Ahmek has strongly emphasized the desirability of its leaders being related to groups of boys during the entire year.

The Program of Training in Camp

The ideal way to develop skilful camp leaders is through the actual practice of leadership in a situation where there is a cooperative sharing of experiences among supervisors and counselors. The functional or experience approach to learning is prominent in current educational psychology and theory. It assumes that skills and habits are best developed in a situation where they are needed as aids to purposeful action, that meaningful knowledge is best acquired when needed as a guide to effective activity. Some professional schools approximate this process of learning through practice or function. The public schools and colleges suffer, or more truthfully their students suffer, because they are so largely isolated from the real experiences of community living.

The summer camp possesses an unusual laboratory for the thoroughgoing integration of the learning-living processes. The doing, and the learning to do more effectively, are inseparable. To discuss adequately the experiences, methods and devices which may be utilized for the improvement of leadership would be to encompass the entire camp program and community life. The more essential features of the training program may be classified under the following heads. (1) Practice in leadership under supervision. (2) Devices for the observation and analysis of the boy's behavior needs, purposes and interests. (3) Contact and conference with supervisors. (4) Counselors' meetings.

The actual leadership responsibility and task is at the heart of all the measures employed for the improvement of leadership. The insistent and compelling urge to do a worthful piece of work with a group of boys gives both motive and meaning to the acquisition of the necessary knowledge and skills. The most significant kind of development or training is taking place when the leader is becoming increasingly alert to his possibilities and objectives with particular boys, and growing progressively capable of stimulating activities and guiding processes that promise to yield maximum results in the growth of boys. Supervision, training measures and all other devices should grow out of the task as faced and conceived by the leader. A statement by Abel J. Gregg is pertinent at this point. "Leaders must be helped to see the meaning of what they do and bring out of their own experience both a philosophy and a method for doing their tasks. Therefore modern theory must be brought to bear upon the actual experience of group leaders so that they will try out and develop new situations around new practices as their experience may determine." [1] The educational policy and ideal of a camp cannot be carried further than the actual purposes, understanding and practices of the counselors.

Techniques for the observation and analysis of the boy's attitudes and habits are devices that are extremely helpful in improving the effectiveness of leadership. These devices and the results of their use are described more fully in Chapters VIII, IX and XIII. They are mentioned here mainly so that they shall not be overlooked as important leadership tools. The behavior observation record and the behavior rating scale, though designed as instruments for estimating behavior changes in the boy, were of large value in making a leader sentitive to specific objectives with individual boys. These objectives would be conceived in terms of actual behavior needs of the boys as revealed through the counselor's process of intelligent observation. These devices also tend to sharpen the counselor's understanding of the important behavior factors in personality growth.

The behavior observation record called for a description of the boy's behavior at the very beginning of camp. In describing the boy's behavior in response to such questions and suggestions as were included in the instructions to the counselors, almost inevitably the leadership of the counselor and the wider camp resources are focused on the boys as individuals with particular needs to be met.[2]

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[1] Gregg, A. J., *Training Group Leaders*, p. 8.

[2] See pp. 153-155.

The behavior frequency rating scale possessed large value also in setting objectives for the counselor in terms of the conduct of boys and in stimulating the counselor to utilize more intelligently the personal and program resources of the camp in meeting the social needs of the members of his group.

Another form of rating used for three years should be mentioned.[1] This rating scheme took the form of a personal interview between the counselor and the boy in which the analysis and rating form was used to guide the interview. The first rating took place during the first week in camp. Obviously an accurate rating would not be possible so early, but precision of measurement in this scheme was subordinate to its pedagogical purpose. Another rating interview took place at the end of the first month. While there seemed to be many values in this guided interview, one of its chief limitations was that boys sometimes thought of it as a thing imposed upon them rather than something which emerged from their own desires or interest. A skilful leader, however, was easily able to make the rating interview a natural and fruitful affair in the life of the boy.

Conference and constant contact with the men in supervisory positions is a conspicuous factor in the improvement of leadership. Each counselor is directly related to his sectional director, and less directly to the camp director and the directors of personnel and program. Since the sectional director has responsibility for only five to eight counselors his contact with them can be thoroughly individualized. He can observe closely the activities of each group in his section. He confers with the counselors on matters of program, on leadership methods and on multitudinous special problems.[2] He stimulates and may direct many sectional activities. He supervises such routine activities as health inspection, the observance of sleeping hours, inspection of tents or cabins. He cooperates with boys in the planning of enterprises. His function is one of observing, evaluating, conferring, stimulating, encouraging and directing. His task is one in which the "spiritual" element is prominent, in that personal relations of mutual confidence and cooperation are a prerequisite to the success of supervisory activities in enhancing the skills and the *esprit de corps* of the counselors. The characteristics of a good conference between supervisor and leader are discussed further on in this chapter.

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[1] Cf. Appendix II, pp. 354-355, for a sample of the "camper's analysis and rating" form.

[2] An analysis of the supervisory duties in the camp is being made. Men being trained for supervisory positions in camp will need to be equipped with a view to their actual functions. Records of the conferences of supervisors with counselors would also be helpful in increasing the effectiveness of supervisory activities.

The director of personnel and the director of program work chiefly through the sectional directors, but also have considerable contact with the counselor. The work of the program director in the improvement of leadership will be discerned more explicitly in the later section dealing with the improvement of program. The particular relationship of the personnel director to the counselor is most clearly evident in the chapters on social adjustment. These two men must work closely together, of course, as "program" has as its chief *raison d'être* the social development of boys. The director of program is a stimulator, coordinator and evaluator of program processes and activities. The personnel director centers his attention entirely upon the boy. He also is responsible for coordinating the efforts and measures for counselor training and growth.

The camp director has responsibility for no particular phase of the camp program, but is a stimulator, coordinator and supervisor at large. Probably his best investment of time is made with the leadership of the camp, but he is able to give considerable time to the boys because he is free from all specific responsibility.[1]

Our consideration of the counselors' meeting as a means of improving leadership has been purposely left to the last.

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[1] One of his important functions is described in Chapter VII.

The daily meeting of counselors is an inherent part of the actual leadership task and inseparable from the variety of means and techniques employed to increase its fruitfulness. The counselors' meeting is not something imposed upon the counselor to give him a theoretical background which may later be useful, nor is it merely a place to check up on the routine responsibilities of the counselor. It is a clearing center where the experience and knowledge possessed by all the members of the group are pooled in the process of dealing with the problems which arise in the pursuit of the common task.

The counselors meet daily at Ahmek, with the exception of Sunday, for half an hour immediately after breakfast. This is not an altogether satisfactory time for meeting, but any other time seems to present as many difficulties and limitations. The five minute interval between the end of the meeting and the beginning of scheduled program activity gives the counselor a chance to get to his group before the day's program formally begins. Perhaps there is some advantage in the morning meeting in its effect in stimulating the counselor to approach his day's work with a desire to make it yield the largest possible results in boy development.

There are a number of possible approaches to the guidance and the program of the counselors' meeting. It may be utilized mainly for the discussion of routine responsibilities for the campers in such matters as sleep, etiquette, program and health. It may be used mainly for presenting to the counselors, in a more or less theoretical way, the basic principles of educational psychology and method, the psychology of child life, the character objectives of the camp, principles of social psychology and mental hygiene. It may proceed along thoroughly inductive or case study lines, where the leaders present problems and cases which arise directly out of their experience. These cases would be analyzed with the tools of psychological, sociological and educational science.[1] Or, the procedure may involve elements of one or more of all these approaches.

At Ahmek all of these modes of approach have been followed. Last year the thing to be considered emerged largely from day to day. This does not mean that the decision as to what would be discussed was an eleventh hour one. Rather it implies that the problem which seemed to be most important in the light of the total camp situation and the felt need of counselors or directors had the right of way. The camp director, the personnel and program directors, or any others, served as resource men, bringing to bear upon a specific problem whatever facts and experience they possessed as specialists in education and camping.

A brief sketch of the topics treated the first few weeks may illustrate a little more clearly how this proceedure works out.

(1) Talk by the camp director on several items pertinent at the opening of the camp, such as: the camp policy concerning the development of skills and social behavior; stimulating enterprises; securing right group membership; duties of the directing personnel of the camp.

(2) Discussion of (a) health and safety measures; (b) the sectional councils and counselor's part in the scheme of cooperative government.

(3) Statement by the camp director on the trends in the summer camp toward the scientific approach to child study and social adjustment; the need of more refined observation and study of the behavior of boys was stressed. Techniques for this purpose to be used at Ahmek were distributed, described and discussed.

(4) Discussion of sleep and rest periods. Counselors were finding difficulty in getting boys to sleep readily at night; also, in keeping them quiet before the rising bell in the morning. To illustrate how a problem like this is attacked the suggestions made are enumerated and the procedure followed stated.

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[1] See Watson, G. B. and G. H., *Case Studies for Teachers of Religion.*

(a) Counselors might discuss with their boys the amount of sleep needed for growing boys of their age.

(b) A group might be put on its honor to keep quiet in the morning.

(c) Night watchman should awaken sectional director if any boy is found making a noise in the morning.

(d) Boys who would not respond to a discussion method and continued to be noisy in the morning might be asked to interview the camp director.

(e) The camp director should make a statement at meal time stressing the importance of sleep and rest, requesting the best cooperation of each boy for the benefit of everyone.

(5) Check up on sleep and rest hour revealed marked improvement; discussion of table etiquette and its importance from the standpoint of parents; means of achieving desired results considered.

(6) A discussion of the purpose and objectives of the camp.

(7) The behavior frequency rating scale was presented and instructions for its use discussed.

(8) Discussion of how to make group discussion at night more fruitful.

(9) Methods and apparent results of previous night discussions were reviewed; use of the behavior observation record discussed with sample descriptions of behavior presented.

(10) Check up on sleep again; counselor's letters to parents discussed.

(11) Behavior problems presented by counselors; sample cases discussed.

(12) Camp director begins presentation of leadership principles or tools; "The laws of learning," illustrating from camp situation.

(13) A continuation of twelve.

(14) Twelve continued; four principles for creating desire or "readiness"; positive suggestion, cooperation, faith or expectancy, commendation or approval.

(15) Twelve continued; The steps in a learning situation, purposing, planning, executing, judging; the social nature of these processes stressed.

(16) Twelve continued; kinds of learning in camp activities, "primary, associate, and concomitant"; the social nature of the processes developing the concomitant learnings, or attitudes.

(17) Using the concepts of educational psychology and of social psychology as tools, a few days were spent analyzing:

(a) The behavior of particular boys in relation to certain activities and situations of the camp.

(b) Various types of activities and projects from the standpoint of their possible learnings. Methods for securing the desirable kinds of behavior and learnings were considered.

(18) Discussion by Dr. Blatz on the counselor's responsibility for the social adjustment of his boys.

(19) A discussion of typical kinds of social adjustment; materials from psychology, mental hygiene and sociology utilized in analyzing these cases.

Skilful leadership for the counselor's meetings is necessary if they are to be interesting and highly profitable.[1] A committee formed out of the group as a steering committee helps to keep the discussion close to the recognized needs of the leaders. The director of personnel, or whoever is responsible for leadership training should be a member of this committee. In addition to improving the educational skills of the counselor this regular meeting is an important means of developing *esprit de corps*.[2] The counselor's meeting is one of the places where the personality and leadership of the camp director should be potently evident, even though he does not assume regular responsibility for leading the discussion.

Making a place for this daily meeting of counselors and instructors in a crowded camp program is not a simple matter. It may even seem that time is being spent in "talk" when the leaders might far better be working with their boys. Yet, until a camp leadership much better equipped with educational skills than can be secured at present is available, there seems to be no alternative to this method of developing skills around the task as it confronts the leaders day by day. If the camp counselors are recruited largely from the teaching profession, as many camp directors are now advocating in order to secure a matured leadership with educational outlook and skills, it may be possible to place less stress on the counselors' meetings in camp.

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[1] Valuable suggestions for conducting leadership training classes are to be found in Elliot, Harrison, *The Process of Group Thinking;* Gregg, A. J., *Training Group Leaders;* Stone, Walter L., *Training Camp Leaders;* Watson, G. B. and G. H., *op. cit.*

[2] Cf. Chapter XI.

CHAPTER XI

THE TRAINING AND SUPERVISION OF LEADERSHIP (*Continued*)

THE IMPROVEMENT OF PROGRAM

Leadership and program can only be separated for purposes of analysis. In the actual camp situation they are inseparable. It is our object here to deal with measures which aim more specifically at the improvement of program, so that the most favorable learning conditions will be provided.

Since a large number of devices for analyzing and appraising program activities have already been discussed we need merely enumerate them here, devoting more attention to methods not previously described. Analysis of the possible learning outcomes in various activities is calculated to increase the instrumentality of these activities in developing desirable skills and attitudes. The counselor's daily activity report [1] is helpful in bringing about the best possible learning relationship between the camper and his round of daily activities. Counselors are urged to make periodical reports of a critical character of such activities as a group discussion, a canoe trip, or some other kind of group enterprise. The purpose of these descriptive reports is to stimulate the counselor's alertness to the kinds of learnings which may be secured and to the conditions which are most likely to produce the desired results and to provide an objective basis for supervisory assistance.

The more formal instruction necessitated in such activities as swimming, riding and canoeing is critically appraised in different ways. The instructing counselor has frequent

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[1] See p. 226.

CAMP AHMEK

INDIVIDUAL DAILY ACTIVITY RECORD

Name of Counselor ....Tent No...........Date....................

DIRECTIONS: Think of the various things which have occupied the time of the campers in your tent during the day Write the specific activity opposite the appropriate classification in the column under each camper's name. In the additional two columns indicate by number corresponding to the following scales, first, the INTEREST shown, and second, whose PURPOSE is involved:

Campers Interest	**Whose Purpose Involved**
(Column "I")	(Column "P")
1. Intensely Interested.	1. Camper's own purpose entirely.
2. Quite interested.	2. Camper has some purpose.
3. Not particularly interested.	3. Accepts purpose with indifference.
4. Somewhat bored.	4. Mostly purpose of someone else.
5. Intensely bored.	5. Entirely purpose of someone else.

Type of Activity	NAMES OF CAMPERS IN TENT GROUP																				
		I	P		I	P		I	P		I	P		I	P		I	P		I	P
Doing Nothing																					
Individual Enterprise																					
Informal Instruction																					
Group Projects																					
Camp Activities																					
Formal Instruction																					
Routine Activities																					

CAMP AHMEK

Instructor's Weekly Report

Section ....

Subject .... Instructor .... Date ....

NAME OF CAMPER	Tent No.	INTEREST					PROGRESS				
		None	Slight	Fair	Marked	Very Marked	None	Slight	Fair	Marked	Very Marked

conferences with the director of program in which various procedures and their results are used. The instructors weekly

COOPERATIVE PARTICIPATION IN CAMP GOVERNMENT

Instructions: Place a cross in the appropriate square for each of the thirty-six different situations to indicate who in each case participates in the decisions made.

WHO MAKES DECISIONS

Situations	Traditions	Director	Staff Member	Camp Staff (Cabinet)	Counselors	Campers' Own Council	Entire camp	Section of the camp	Cooperative Council (Campers and Staff represented)	Parent or Visitor
I. PROGRAM:										
Daily Schedule										
Project groups										
Interest groups										
Instruction groups										
Study groups										
Sunday program										
Chapel										
After breakfast talks										
Tent discussions										
Canoe Trips										
Riding Trips										
Hikes										
Regattas										
Athletic Meets										
Campcraft Tournaments										
Council Ring										
Pageants										
Circus										
Exhibition										
Minstrel Show										
Dramatics										
Banquets										
II. ADMINISTRATION:										
Equipment										
Construction										
Awards and recognitions										
Parents and visitors										
Discipline matters										
Work details										
Inspection										
Crises										
III. REGULATIONS:										
Swimming										
Canoes										
Leaving Camp										
Smoking										
Tuck allowance										
Group feeds										

report form[1] supplies pertinent material for making this conference productive. Instructors occasionally report briefly to the cabinet on their policy, methods and results. These meetings are influential in bringing to the attention of the counselor weaknesses of which he is unaware, and suggestions for the improvement of the phase of the camp program for which he is responsible.

When cooperative participation in the direction and control of the camp's life and activities is conceived as an essential feature of the educational process, methods for its evaluation and improvement should be developed and utilized. Ahmek has done a little in this direction. The study of social controls has provided materials that suggest ways in which the effectiveness of the cooperative scheme of government may be increased. A device for surveying various camp activities and situations from the standpoint of who makes the decisions involved has been developed by the Camp Committee of the National Boys Work Council of the Y M C A. This instrument has not been widely used as yet, but its preliminary use at Ahmek provided a helpful and somewhat revealing check on the extent to which campers actually did share in the decision making and planning.[2]

We have not accomplished a great deal in the supervision and evaluation of group enterprises apart from discussion and analysis by the counselors of the different processes and outcomes involved in typical group activities. Observations to date have suggested that the character outcomes of these enterprises are correlated with such factors as: the origin of the enterprise; the degree of boy purposefulness; the opportunity for choice, cooperation and responsibility; the kind of leadership. Our next step must be to utilize available devices, or create new ones for the evaluation, guidance and improvement of such enterprises.

One such device has been developed by Collings, "The

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[1] See p. 227.
[2] See p. 228.

Activity Score Card."[1] It has already been adapted for use in camps. At first sight the score card appears complicated and confusing. The results described in Collings' three books, however, seems to have demonstrated its practicability, although the use of the scale may have been limited to a leadership personnel considerably above the average in experience and equipment.

Gregg has attempted to simplify Colling's activity score card for application in twelve specific camp situations.[2] He thinks of these score cards as supervisory devices rather than as measuring devices. "The best use we have made of them has been as a means of training our Boys' Work men to see the details in which growth must be looked for."[3] This result was anticipated in the purpose for which the cards were provided. "These score cards are furnished on the assumption that camp directors and leaders are interested in helping campers to grow and in making sure that their opportunities for growth are adequate."

The details of the score cards attempt to set forth several kinds of growth for which opportunities are needed in camp around each phase of boys' participation. There are eight main scores which are sought:

I. Score on evidence of boy's conscious need or desire for activity existing before any plans were made.
II. Score on evidence of boy's voluntary initiative in making suggestions.
III. Score on evidence of boy's cooperating specifically in forming and modifying plans.
IV. Score on evidence of boy's choosing the best suggested plan of activity.
V. Score on evidence of boy's carrying out the chosen plan.
VI. Score on evidence of boy's judging his activity.

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[1] Consult particularly Collings, Ellsworth, *Project Teaching in Elementary Schools,* Chapter V; *School Supervision in Theory and Practice;* and *A Conduct Scale for the Measurement of Teaching.*

[2] *The Activity Score Cards and Bodily Improvement Charts,* National Council Y M C A. Association Press, 347 Madison Ave., N. Y. C.

[3] Letter from Abel J. Gregg, November 23, 1928.

VII. Score on evidence that the boy sees the Christian implications of his activity.

VIII. Score on evidence of boy's pursuing further into other activities arising in this one.

Learning To Build a Birch Bark Canoe

Score cards are provided for the following activities:

1. Tent inspection.
2. Athletic track games.
3. Table deportment.
4. Expeditions, hikes, trips, excursions.
5. Tent devotions or Bible study.
6. Camp fires.
7. Tent adjustments.
8. Religious meetings.
9. Nature study, birds, trees.
10. Honors, awards, badges, pins.
11. Handicraft.
12. Swimming.

Returns on the use of these camp activity score cards have been too scanty to form a final judgment as to their value. Further experimentation is needed.

At Ahmek we have experimented with a third device of our own development, a "Scale for Evaluating Group Ac-

Form F

SCALE FOR EVALUATING GROUP ACTIVITY FROM STANDPOINT OF ITS EDUCATIONAL PROCESSES

Tent Group________________Date________________Counselor__________

No. of boys participating________Kind of Activity______________________

I. Purposes Involved

(a) Whose purposes	Learner's own	External
(b) Kind of purpose	Sharing	Self-centered
(c) Strength of purpose	Strong	Weak

II. Activity

(a) Kind of activity	Spontaneous	Formal
(b) Social Significance	High	Trivial
(c) Rel. to life-situation	Life-situation	Slight relation

III. Group Control & Org'n

(a) Control	Cooperative	Leader
(b) Organization	Informal	Formal like a school class

IV. Participation

(a) Extent	Everybody	Some	Leader
(b) Opportunities for planning, deciding	Many	Some	Few
(c) Opportunities for co-operative effort	Many	Some	Few
(d) Fact searching—thinking involved	Much	Some	Little
(e) Opportunity for judging results	Much	Some	Little

V. Objective of Leader

	To stimulate individual choice and responsibility	To impose, promote, indoctrinate

tivity from the Standpoint of its Educational Processes," which attempts to accomplish the same sort of thing Collings and Gregg have in mind. We include it as a device to be experimented with more widely in other camps.[1] Only after a considerable trial will we be able to judge its merit. One of its chief limitations is that it attempts to score the activity as a group process rather than the individual boys participating. The reactions of the boys usually vary greatly within the group in a particular activity. The scale is used by the supervisor rather than the group leader. It may later be employed as a basis for a fruitful interview between the counselor and the observing supervisor.

TESTING THE EFFECTIVENESS OF LEADERSHIP

The aim of all leadership and program improvement is the development of desirable attitudes, skills, abilities, appreciations, purposes, values and habits in growing boys. There are at least three possible approaches which may be made in estimating the effectiveness of the total camp program and experience. One method is the appraisal of the leader. To measure or rate his skills, attitudes and other kinds of behavior is an indirect means of testing the effectiveness of his leadership with boys. Another factor which may be evaluated is the program processes in some such way as was proposed in the preceding pages. The most direct and conclusive approach to the testing of the effectiveness of leadership, if adequate instruments were available, would be to measure the actual changes which take place in the boys. This latter method of appraising results is the central concern in Chapter XII. It should be stated now, however, that we do not possess at present the means of measuring character growth in a group of boys which will give an accurate estimate of the influence of the leader in affecting these changes. Some suggestive data on the relation of leadership to behavior changes will be presented shortly. All three of these approaches to the appraisal of the camp's effectiveness should be pursued in the present stage of the summer camp's development.

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[1] See p. 232.

The major technique relied upon at Ahmek for leadership analysis and evaluation is the counselor's rating scale.[1] The reasons for, and uses of, rating, as stated by Barr and Burton, with slight modification are applicable to the summer camp.[2]

1. Administrative reasons for (or uses of) rating scales.
    (a) To secure data upon which to base promotion, transfer, or dismissal of counselors.
    (b) To secure data upon which to base and operate a merit scheme of salary increases.
2. Supervisory reasons for (or uses of) rating scales.
    (a) To improve the counselor-in-service.
    (b) To stimulate self-analysis, self-criticism, and self-improvement.
    (c) To raise leadership standards.
    (d) To provide directors and supervisors with uniform standards with which to judge counselors, analyze their work, stimulate improvement.
    (e) To provide counselors with a statement of the standards by which they are being judged, toward which they should devote their efforts to improve.

It is obvious that some of these uses are overlapping. The chief supervisory value of the rating technique lies more largely in the improvement of leadership than in testing effectiveness of the leader, though these two things are closely interrelated. In addition to the foregoing uses the rating scale technique, if carefully utilized, may be a means of measuring the counselor's growth during the summer, and from year to year.

The administrative reasons for rating counselors are significant. A leader should be used where he can do the most satisfactory work. Perhaps he should be working with younger boys, or older boys. A careful, analytical rating provides data on which such a transfer may be more intelligently made. Men may be selected for promotion with greater confidence when the entire camp personnel has been carefully surveyed and analyzed. The men who are incapable of measuring up to high standards of leadership are also readily sifted out. At Ahmek counselors are grouped in four classes, A, B, C and D. The men are classed, not on the judgment of a single selected director but of the entire group, the cabinet. "Class C" counselors are considered doubtful prospects for re-engagement. "Class D" men are not given any consideration for reappointment. Each year there are four or five men who fall in this latter category.

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[1] See pp. 238 f.
[2] Barr, A. S., and Burton, W. H., *op. cit.*, pp. 449-450.

Salary schedules are based on three factors, age and school standing, camp experience, and actual merit. For years the first two elements were very prominent in our policy. The tendency now is to stress the counselor's genuine worth and to determine his salary more largely on the basis of this factor.

As a means of improving leadership the rating interview possesses immense importance. The first rating interview in particular between counselor and sectional director often proves an inestimable stimulus to the counselor's growth. The total work of the counselor is reviewed thoroughly, critically, yet constructively and always with understanding and sympathy. Principles which should guide the rater in this interview apply equally to all the contacts and conferences of supervisors with counselors. The characteristics of good supervision have been summarized by Wagner in the following concise statement: "There are three infallible marks of the right kind of supervision: commendation of the good, condemnation of the unsatisfactory, suggestion of the better."[1] The principles of supervisory criticism have also been excellently enumerated by Barr and Burton. They include the following: (1) A criticism should be encouraging. (2) Criticism should be constructive and forward-looking. (3) Criticism may be adverse and severe. (4) Criticism should lead to self-analysis and self-criticism. (5) Criticism must be discriminating.[1] The relation of supervisor to leaders in the camp is probably of a more personal, understanding and cooperative nature than sometimes prevails in more formally organized educational institutions.

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[1] Wagner, C. A., *Common Sense in School Supervision,* p. 39.

Two different rating scales have been employed at Ahmek during the last six years. The way in which the items on these scales were formulated is worth noting. The list of abilities and attitudes on the first of these scales represents the objectives of the counselors in their leadership with boys as worked out in their counselors' meetings. It was considered somewhat fitting to rate the counselors on the same qualities which they sought to develop in boys. This rating scheme does not include, therefore, the more distinctively educational and leadership skills which are of the utmost importance.

The second rating scale[2] was constructed by a committee of the supervisory group. Instead of the director of personnel presenting a rating form already completed the rating idea emerged from the cabinet and became the responsibility of the sectional directors. No particular justification of the main categories of the items included is attempted. Doubtless some important elements have been overlooked, and there is some overlapping. All camp directors would testify, probably, to the need of a sense of humor being a prerequisite to successful camp leadership. Perhaps the educational value of the rating technique would have been greater if the counselors themselves had shared in formulating the items to be included on the scale.

The seven point system was used rather than the five because it seemed to make finer rating possible. Each sectional director rated the counselors and counselors-in-training in his section in an interview with them. Forms for the rating were fairly well standardized by having the entire cabinet rate a couple of the counselors before the sectional directors began their individual rating. Counselors were rated twice during the season. The first rating should be done about the end of the second or third week, the second rating near the close of camp.

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[1] Barr, A. S., and Burton, W. H., *op. cit.,* pp. 166-171.
[2] Appendix VI, pp. 358-360.

In making up a total rating score the three types of characteristics and abilities were given the following weights: (1) Personality and team play elements, forty. (2) Appreciation of higher values, twenty. (3) Leadership tools and skills, forty. This weighting was arrived at by the method of concensus, each of the supervisors voting on the weight he thought each class of abilities deserved.

This rating technique has not become sufficiently objective and accurate for us to assume that it has much value as a means of measuring the improvement of the counselor during the camp period. We have summarized, however, our records for this last year to ascertain the points at which counselors, in the judgment of their sectional directors, show the greatest improvement. The results given in the table below represent the rating of the counselor by only one man, his sectional director. The table is suggestive, nevertheless, of the kind of skills and attitudes which seem to be the most plastic in the camp situation.

The best means of testing the effectiveness of leadership would be by measuring the growth in the boys for whom the counselor is responsible. When we possess more adequate means for measuring the growth of boys in skills, attitudes and habits we can estimate, not only the effectiveness of the camp leadership in general, but to some degree also the ability of the individual counselor. Of course, there are too many variables in the situation for this method to be thoroughly reliable. The kind of boys in the group would be a crucial element. Sometimes one boy in a group is so much of a disintegrating or unwholesome influence that the entire group is markedly affected.

TABLE IV

SUMMARY OF CHANGES DURING CAMP PERIOD IN 28 COUNSELORS

	Total Amount of Improvement	Total Amount of Loss	Net Gain or Loss	No. of Counselors Showing Improvement	No. of Counselors Showing no Improvement	No. of Counselors Showing Loss
I. *PERSONALITY AND TEAM PLAY ELEMENTS*						
1. Poise—self-control in all situations	15	0	15	14	14	0
2. Ability to meet people—appearance, manner, dress, conversation, etc	15	0	15	15	13	0
3. Cheerfulness and enthusiasm—buoyant spirit in all situations	10	2	8	10	16	2
4. Intellectual status and interests	8	0	8	7	21	0
5. Cooperative attitude and ability	18	1	17	16	11	1
6. Courageous approach to situations	9	0	9	8	20	0
7. Dependability—in all kinds of tasks (including punctuality, persistence)	14	3	11	12	14	2
8. Executive ability and dispatch	11	2	7	10	16	2
9. Displaying originality, initiative and resourcefulness	11	0	11	9	19	0
10. Ability to use leisure time fruitfully	3	1	2	3	24	1
11. Camp tidiness	12	3	9	12	13	3
12. Observation of health habits—(rest, smoking, sleep, etc.)	4	2	2	4	22	2
13. Willingness and ability to learn—(Include open mindedness and adaptability	16	1	15	14	13	1
14. Ability to discipline and direct self	3	0	3	3	25	0
15. Tolerance	6	1	5	6	21	1
16. Care of equipment and property	4	1	3	4	23	1
II. *APPRECIATION OF HIGHER VALUES*						
Appreciation of beauty in—						
1. Music	6	0	6	6	22	0
2. Nature	5	0	5	5	23	0
3. Literature	4	0	4	4	24	0
4. Humor	14	0	14	13	15	0
5. Character and people	17	0	17	17	11	0
Social interest and outlook—						
6. Interest in questions of race, politics, industry, war, etc	10	0	10	10	18	0
Life purpose—						
7. Measure of ambition	11	0	11	10	18	0
III. *LEADERSHIP TOOLS AND SKILLS*						
1. Clarity of objectives—possessing a clear set of objectives for the boys	18	0	18	14	14	0

The data presented here were secured from the use of the behavior frequency rating scale.[1] The figure on page 240 shows the average change per boy in each of the thirty-two

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[1] Description of this measuring technique and how it was employed is given in Chapter XII.

TABLE IV (*Continued*)

SUMMARY OF CHANGES DURING CAMP PERIOD IN 28 COUNSELORS

	Total Amount of Improvement	Total Amount of Loss	Net Gain or Loss	No. of Counselors Showing Improvement	No. of Counselors Showing no Improvement	No. of Counselors Showing Loss
III. *LEADERSHIP TOOLS AND SKILLS*—(Cont.)						
2. In harmony with camp purpose	21	0	21	18	10	0
3. Ability to analyze and understand needs of boys—(behavior needs and program needs)	20	0	20	18	10	0
4. Ability to live with boys—(like to be with boys; boys like to be with counselor)	15	0	15	13	15	0
KNOWLEDGE AND USE OF EDUCATIONAL TOOLS						
5. Principles of leadership control—(use of positive suggestion, cooperation, etc.)	11	0	11	11	17	0
6. Ability to get *boys* to purpose, plan, initiate and carry through enterprises	11	0	11	11	17	0
7. Ability to use the "laws of learning"	7	0	7	6	22	0
8. Ability to interest boys in program—(Sailing, swimming, boxing, canoeing, campcraft, nature lore)	16	0	16	13	15	0
9. Ability to interest boys in section and camp activities	12	0	12	12	16	0
10. Ability to influence boys—(Inspires respect and confidence)	14	3	11	11	15	2
11. Ability to help boys face issues that arise in living together in camp	15	0	15	15	13	0
SENSE OF RESPONSIBILITY TO COUNSELOR'S TASK AS SHOWN IN:						
12. Supervision of boys at morning dip	11	4	7	11	14	3
13. On job in dining room (Improving etiquette of boys, keeping order, etc.)	12	3	9	12	14	2
14. Punctuality at meals and meetings	7	2	5	7	19	2
15. On job in section (tent clean-up; getting boys out to activities)	9	1	8	9	18	1
16. Assisting in instruction	11	0	11	10	18	0
17. Present at swim period	1	3	−2	1	24	3
18. Supervise morning soap bath	13	0	13	13	15	0
19. Have boys ready for noon inspection	16	0	16	15	13	0
20. Observe rest hour with boys	10	0	10	9	19	0
21. Stimulate interest in evening program	7	0	7	7	21	0
22. Helpful leadership in tent-group evening discussion	11	0	11	9	19	0
23. Observe camp regulations	5	1	4	5	22	1

groups and the rating of the counselor of that group. The counselors were rated by the Cabinet in four classes, A, B, C and D, without any knowledge of the behavior change score of their boys. That there is a definite correlation between desirable behavior change of the boys and the quality of the leadership is evident.

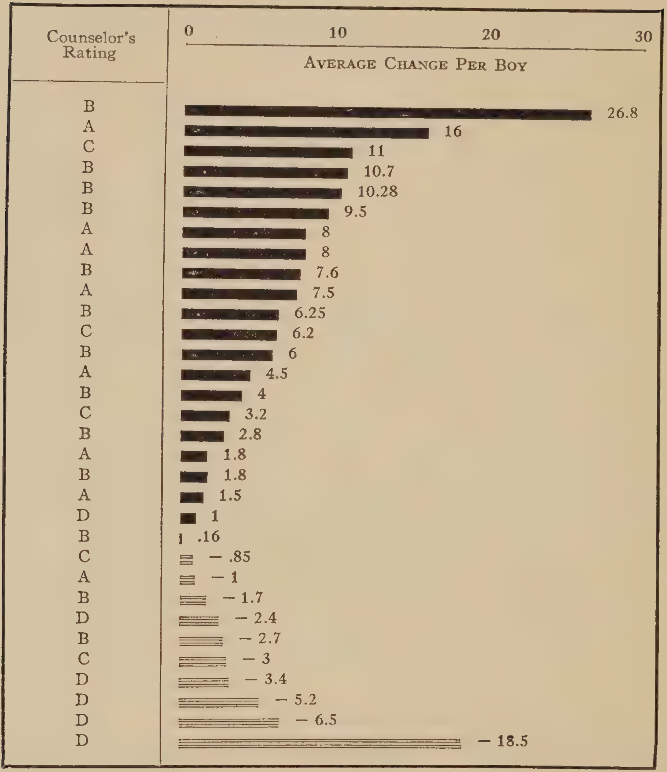

Figure 1

Relation of Behavior Change by Groups to Rating of Counselors

The bars indicate the average change per boy in the tent group. The letters A, B, C, D represent the rating of the counselor of that group by the cabinet, or camp supervisors.

The same data have been organized in a different way in the next table and figure. The average change per boy in the groups of all of the counselors of each of the four classes of rating is given in Table V. Figure 2 represents the same results graphically.

TABLE V

RELATION OF BEHAVIOR CHANGE OF BOYS TO RATING OF COUNSELORS

Grade of Counselor	Average Change per Boy
Class A	5.9
Class B	7.9
Class C	2.6
Class D	—5.6

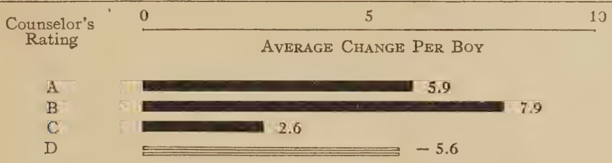

FIGURE 2

RELATION OF BEHAVIOR CHANGE OF BOYS TO RATING OF COUNSELORS

These results were almost startling in their significance to the directors of the camp. Even when generous allowance is made for a margin of inaccuracy in our scores in the behavior changes of the boys there is an irresistible forcefulness in these figures. As we point out in the next chapter, the counselor himself is one of the raters who determine the boy's behavior change score, so the rating of the boys is not greatly influenced by the sectional director's estimate of the counselor. The results certainly suggest the possibility of developing more refined methods of testing the effectiveness of leadership through measuring the growth of boys in various skills, attitudes and other forms of behavior.

An inviting question arises concerning why the boys of the "Class B" counselors showed a larger degree of favorable change than the boys of the "Class A" counselors. We suspect that the age of the boys is an influential factor here. Table XIII on page 279 reveals a distinct tendency for the amount of behavior change to decrease with the increasing age of the boys. The "Class A" counselors were distributed throughout the three sections of the older boys.[1] The correlation between the behavior change and the classification of counselors is .80, which is considered high by statisticians.

The effectiveness of instruction in the various camping skills may be tested by various means. Observation of the instructor while at work gives a basis for judging his teaching methods, his ability to stimulate interest, the kind of response, and the degree of learning of the boys. The adding of new features by an instructor, a constant evaluation of his work, and a high degree of enthusiasm are marks of capable leadership. The best means of measurement is testing the proficiency of boys in various activities. The number of boys that make progress and the degree of achievement determined by objective standards are the best indices to the effectiveness of instruction.[2]

THE DEVELOPMENT OF LEADERSHIP *ESPRIT DE CORPS*

So important is morale, or *esprit de corps,* in the leadership of the camp that it merits special consideration. Leadership *esprit de corps* is closely akin to the camp spirit which has been analyzed in part in the chapter on Social Controls. The camp spirit is an intangible composite of many influences and factors. The morale of the leaders is both an important causal element in the camp spirit and a result of the larger "spirit" of the camp. The counselors especially must embody the attitudes and patterns of conduct which the camp spirit symbolizes, if the spirit is to be a really potent and pervading force.

Of equal, if not superior, importance to the personnel and educational equipment of the counselors is this element of morale, or *esprit de corps.* Without it the camp organization may be but an aggregation of individuals. With it there is a community of happy leaders who possess in a conspicuous degree a sense of fellowship in a significant enterprise, buoyancy of spirit, friendliness of attitude, and deep loyalty to the camp ideal and purpose.

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[1] It will be possible through statistical procedures to hold constant the age of the boys and thus determine more accurately the relation of leadership ability to behavior change.

[2] Methods of measuring achievement in the camping skills are presented in Chapter XII.

Ahmek and its counselors have displayed this camp spirit in a marked manner. Visitors to the camp are sensitive to it at once. Campers and counselors of former years cannot escape the tug of its memory and spirit on their affections. They constantly write letters to the "Chief," counselors, or campers while the camp season is on. "Old-timers" come back with a spirit that more than matches the spirit of the alumnus returning to his college "home-coming." To many men there is a loyalty to Ahmek which transcends loyalty to fraternity or to Alma Mater.

There is a personal pride and interest in the camp on the part of the counselors which constitutes a genuine sense of proprietorship. They always speak of the camp as "ours." They tell parents and friends about the things "we" are doing, the ventures "we" are making. When asked to undertake tasks not mentioned in their contracts they respond without question. Throughout the year they assume initiative and full responsibility for counselors' meetings and dinners for social and educational purposes. They continue their relationship with their boys by correspondence or through personal contact during the winter season. It is doubtful if there is any institution of comparable size where men pursue their tasks more wholeheartedly, with such a minimum of financial remuneration as in the summer camp of this character. The camp experience, even though entered into at first as a job, or a holiday, becomes a cause.

Any attempt to analyze the factors which enter into the building of this intangible potency of leadership morale and spirit is necessarily precarious. Several elements which seem to contribute significantly to its generation and maintenance may be enumerated.

The very setting and nature of camp life in the north woods is a basic factor. Freedom from the formalities and social artifices of the city, release from the customary activities of the year, and the intimacy and intensity of the camp life relationships, all tend to produce the spirit of buoyancy, camaraderie, and unity.

The fine flower of friendship which grows in this wholesome atmosphere, made more meaningful because of the common purpose which actuates the leaders, is another contributory influence in building up morale and camp spirit. It is a notable fact that many of the fastest friendships are born and developed in the crowded, fleeting weeks of the summer camp period.

The personality and attitudes of the camp director constitute the dynamo which probably, more than anything else, generates leadership morale. He is a living embodiment of the camp purpose, traditions, and spirit. He displays confidence and faith in each man's ability to make good. He makes the routine task of the counselor an important phase of a highly significant task. His essential and thorough humanness is a thing of incalculable influence.

Another important factor is the cooperative nature of the camp enterprise. Many a counselor has remarked, especially during his first year in camp, "This is the nearest thing to an ideal democracy that I have ever seen." The task and problems belong, not to the directors alone, but are shared by the group in common. Issues are decided and program determined, not by some external arbitrary authority, but through cooperative discussion. Leaders display a marked sense of proprietorship in the camp because they have come to feel they really do count in the scheme of things. The camp success or failure is theirs.

Lastly there is a sense of growth and worthful achievement possessed by the counselor which is a significant element in morale and spirit. Responsibility has been placed squarely upon him and he has responded to the expectation that he will measure up to its demands. There is a freedom which encourages initiative, innovation and creative contributions to the common life. Credit and commendation is given for the distinctive accomplishments of the leader. There is every encouragement for him to put forth his best effort and he finds deep satisfaction in the consciousness of growth and achievement.

A few questions should be raised here which fittingly belong in the section on leadership morale. How much "fun" should the counselors have in their camp experience? How often should they be given "days off"? How can we keep counselors, who have been related to the camp for many years, from becoming stale? How can the attitude of the old counselors toward the new ones be changed so that a larger unity of spirit and purpose may be realized? These questions we will not attempt to answer. A few comments on some of these problems, however, may be helpful.

The counselors certainly should find camping a happy experience. There should be enough social life, mostly at night, to fill the need of fellowship and fun that is prominent in men of counselor's age. A "day off" every week is not too much for men with such confining responsibilities and seems now to be rather a general practice. This practice should be applied to camp directors and to all other persons in supervisory positions. The camp director should get away from camp at least for three or four days—for the sake of the camp. Since there is no one in camp with authority *to make* the camp director leave perhaps the Camp Director's Association should pass a regulation making this a requirement for membership! Old counselors do become stale. We have the term "old camperitis" for that kind of a camper. A similar term might well be coined for the old counselor who probably needs a "change of scenery" more than anything else. In addition to proper measures for insuring the growth of counselors through the camp experience, and the recognition of that growth in salary and position, perhaps, the suggestion of some camp directors of inaugurating a "Sabbatical year" policy should be taken seriously. Counselors with a number of years' service might take a summer traveling, perhaps visiting other camps, getting new ideas and fresh vitality for the continuance of work in their own camp. Certainly, if the summer camp is to be an educational agency of importance many new steps, probably including an increased salary schedule, will need to be taken.

THE IMPROVEMENT OF PROGRAM AND LEADERSHIP THROUGH RESEARCH AND EXPERIMENTATION

A whole chapter could easily be devoted to the improvement of leadership and program through experimentation and research. Even though the topic warrants fuller consideration our treatment must be crammed into a few pages. We hope that the attitude and method of experimental research has been evident throughout this volume. This may compensate somewhat for the brevity of discussion more specifically on this phase of camp supervision.

That research and experimentation in program and leadership is a major function of supervision is unquestionable. The importance and possibilities of scientific study and experiment in the field of camping are obvious to anyone who is aware of current trends in education. Methods for the improvement of program and leadership should be based upon fact, not merely upon fancy or opinion. The gathering and analysis of facts by the most reliable methods available constitutes the research or experimental approach to the problems of camping.

A host of problems which demand study and experimentation could be enumerated. Most of the topics listed below emerge from our experience at Ahmek and many of them are suggested explicitly in these chapters. Those problems only are presented which appear to have importance for the camp movement generally. Many which would apply primarily to Ahmek have been omitted.[1]

The limitations of space do not permit any discussion of principles and techniques for research and experimentation. These can be readily gathered from other sources.[2] Research of a technical character calls for persons with a specialized equipment, not many of whom probably are related to the summer camp movement at the present time. Any camp, however, is capable of gathering data, keeping records, and accumulating a fund of information which, especially when pooled with data on a wider scale, may be scientifically treated with valuable results.[3]

While some attempt has been made to organize the following suggested problems for study, research and experiment it was done for convenience rather than to secure a logical classification. To some extent we have followed the topical development in this volume. The categories suggested are: (1) Objectives and program; (2) Social controls; (3) Social adjustment; (4) Leadership supervision. The topics are presented as typical problems rather than as an exhaustive or comprehensive list.

SUGGESTED PROBLEMS FOR STUDY AND EXPERIMENTAL INVESTIGATION

I. *Problems in the Area of Objectives and Program.*

1. What methods may be employed to acquaint parents and the public with the educational purpose of the summer camp?

2. Experimentation is needed to discover how frequently program objectives should be restated by the boys during camp. Boys' interests change from week to week, even from hour to

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[1] Some suggestions for the organization and promotion of research are made in Chapter XIV.

[2] The bibliography at the end of the book includes a number of helpful references on research and experimentation.

[3] Perhaps the term study or investigation would be more fitting than "research" and "experimentation" for the kind of work most camps are now equipped to do. This does not imply that studies and investigations are not as necessary or worthful as research. It is a matter of reserving these terms for those investigations which are characterized by such elements as refinement of technique, intensity and thoroughness.

Ready for an Overnight Cruise

Our Sisters at Wapomeo Go on Canoe Trips Too hour. Effectiveness of program from the standpoint of resultant learnings must depend to a large extent on how frequently the campers clarify objectives and achieve fresh mind sets that may be readily directed into plans of program construction.

3. What methods may be used to integrate the purposes of campers, parents, counselors and directors?

4. Assuming that the boy is better equipped to learn and develop when he is in good health, experimentation should be conducted to discover means of regulating program so that health values are not impaired. A weekly weight chart would help considerably in this direction. It may be possible to work out a maximum weight of packs on canoe trips, grading according to the physical capacity of the boys.

5. Careful investigations into the relative merits of competitive and non-competitive methods from the standpoint of the learning involved. For example, is competition between the groups in tent tidiness, punctuality at activities, etc., more productive in the development of tidiness, punctuality, etc., than when the intrinsic worth of the activity is the only motive?

6. What learnings achieved in camp carry over into home and community life? Under what conditions is the largest possible degree of transfer or continuance likely to be achieved?

7. A study of the possible values of pre-camp education for campers. This might be done by comparing the program performance of one group of boys who are systematically stimulated to read books dealing with pioneer life, exploration and adventure, stories dealing with camp exploits and canoe trips, accounts of important projects in past years of the camp, with a group left entirely alone receiving only the camp prospectus.

8. What relation is there between character changes during camp and the size of the living group unit? If one counselor were assigned twenty boys how would their resultant learnings compare with those of the boys where there were only six to a leader?

9. What are the best methods for forming these primary tent or cabin groups? What relation, if any, exists between kinds of groups and character changes? Comparison might be made for example among the following groups or methods of forming groups. (a) A group of problems boys; (b) a

natural group; (c) a fabricated group; (d) a group of old campers; (e) a group of new campers.

10. What is the relative influence on program and character changes of a situation in which library facilities are substantially cared for and campers encouraged by the best pedagogical means to use them, and a situation in which this is lacking?

11. Extensive experimentation as to the most effective ways of introducing new program resources into the life of the camp, as Indian dances, new games, new songs, new symbols and new ideas or centers around which enterprises may be developed.

12. Other things being equal, what are the relative merits from the standpoint of character results of various activities such as, baseball, canoeing, swimming, canoe trips, a group building project, etc.?

13. Experimentation with "long term" major camp projects (e. g., translating Ahmek into a trading post such as Fort Garry with the features of a 19th century trading post settlement), with all the other activities in camp made tributary and subordinate. This would demand the complete integration of all the departments and activities in camp.

14. Much more experience of an experimental nature is needed with different materials and methods in connection with what has been traditionally termed the "devotional program" in camp. A careful record should be kept of experience in this area of camp life. Counselors need to try out many different devices calculated to prime the thinking of individuals and groups about the values that are associated with life and living together. Difficulties encountered in group life at camp, social problems in the larger sense, difficulties connected with questions of belief, evaluation of daily effort and achievement, etc.—all must be utilized as means of sensitizing campers to the higher human values. Careful records should be kept indicating the results attendant upon each type of discussion or experience where human values are faced and their claim recognized.

15. Experimentation and study is needed in connection with the Sunday chapel. Should its program be determined and led by leaders alone, campers alone, or both? Should a separate chapel service be held for the younger campers in camps where there is a wide spread in ages?

16. Study of best methods for "growing" campers up through the camp so that they develop both along new lines and further along old lines each successive year. This would involve an examination of methods now prevailing, a study of the problem of "old camperitis."

17. Should campers have a share in the government of the camp? How much? In what areas? What things should be decided entirely by the camp management? How may the campers' councils be constituted by the real leaders, and at the same time give all the boys a chance to have the responsibility of office?

18. Do boys develop more friendly attitudes toward other races by living with them in the camp community? Or, by having talks on brotherhood, Bible discussion, etc., or both?

19. When are punitive methods of discipline justified in camp?

20. Under what general program conditions will a boy learn best? A program which is indigenous to the purposes and plans of the campers, or one that is formed and set up by the leaders?

21. Should boys engage in a wide range of activities, or more intensely in a few? What are the relative merits in terms of learning outcomes of these two methods?

22. What is the difference between the "camp spirit" as a control of behavior, and religious symbols?

23. How can campers be taught to take better care of equipment, property and supplies?

24. What are the relative effects of two camp programs alike in general, except for the fact that the one includes prizes, emblems, honors, awards and recognitions, while the other takes account only of the intrinsic worth of the activity to the camper?[1]

25. In what activities will a boy learn more by formal instruction classes than by carrying out an absorbing enterprise which demands a wide range of knowledge and skills?

26. What are the most suitable methods for sex education in a camp?

27. A survey and analysis of the situations, activities and experiences of boys in camps.

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[1] Adapted from Watson, G. B., *Experimentation and Measurement in Religious Education,* p. 263.

28. A study of the character outcomes, other things being equal:

a. In private as compared with camps operated by an organization such as the Boy Scouts of America, or the Y M C A.

b. In camps where the curriculum is a cooperatively developed series of experiences as compared with camps where the program is determined and controlled by adults.

c. In camps made up of under-privileged boys as compared with camps made up of over-privileged boys.

d. In camps of different sizes.

c. In camps with a primary recreational purpose compared with camps which profess character objectives.

f. In camps making special provision for personnel work as compared with camps making no such provision.

II. *Problems in Social Controls.*

1. What are the most influential factors in controlling the behavior of boys: camp spirit? leaders? tent group patterns and approval?

2. How may the basic social controls be utilized for educational purposes?

3. How may strong morale within the primary tent group be developed early in the camp? How may we insure this morale being in harmony with the wider spirit or purpose of the camp?

III. *Problems in Social Adjustment.*

1. Experience in developing personnel forms for eliciting information from parents for record files on campers, etc.?

2. What are the best methods for discovering the social adjustment needs of campers before their arrival in camp?

3. What are the best methods for securing a continuity of the social adjustment program from camp to parents and community?

4. Experimental study of techniques for behavior analysis and guidance in camp.

5. Case records of boys carefully kept over a period of years and made available.

6. A comparative study of the organization of personnel work in different camps.

IV. *Problems in the Supervision of Leadership and Program.*

1. A "job analysis" of the duties or activities of the counselors and instructors. This should include the frequency, difficulty and importance of the activities. It might also include the problems faced by counselors.

2. Case studies of leaders who are successful.

3. What criteria or standards are most useful in the selection of camp leaders? Can success of the camp leader be predicted at the beginning of his camp experience? What are the best indices for predicting success? Intelligence, camp experience, educational experience, etc.?

4. Study of the character changes of boys in relation to (a) counselors more interested in program than the learning processes, and (b) counselors more interesting in learning processes than program.

5. Study of the program performance of campers in relation to the dominant strengths and interests, weaknesses and dislikes of their respective counselors.

6. Employment and critical appraisal of techniques for evaluating the effectiveness of counselors. What elements should be included in their rating? What weight should be given to the different elements?

7. A study of the attitudes of counselors towards supervisors. What do they expect of supervisors? What do they fail to get?

8. What are the comparative results of various methods for training counselors, such as pre-camp training courses, classes in camp, readings in child study and educational method, or personal supervision and conference?

9. A study of counselors' meetings in camp, including the number, kind and direction when held. Topics discussed and counselors' appraisal of the meeting.

10. What are the best methods for building leadership morale? What devices may be deliberately employed?

11. Should a supervisor work primarily on the basis of giving specific, concrete suggestions by which leaders may solve their problems, or on the basis of asking questions leading their counselors to analyze the problems and discover their resources themselves?[1]

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[1] Adapted from Watson, G. B., *ibid.*, p. 266.

12. Development of record forms for making group case studies so that a counselor's experience with a group will be available for guiding future situations.

13. A job analysis of the duties or activities of men in supervisory jobs.

14. The development of techniques for evaluating the efficiency of supervisors.

15. A study of the personal and professional qualities desirable in camp directors and other supervisors.

16. The development of devices for the observation and evaluation of various methods and activities in the camp.

17. Experimental use of the methods for measuring changes in boys in skills, attitudes and other forms of behavior. We need much wider experimental data on the use of case studies, paper and pencil tests, rating scales, etc.

V. Miscellaneous Problems.

1. Does the "naturalness" of the camp environment and experience help or hinder the boy's adjustment to the realities of his community environment? What are the values, positive and negative, of this change of habitat?

2. What methods may be employed for achieving a better integration of camp experience and the experience of boys throughout the year. Much experience is needed in the direction of cooperation between camp and community agencies, such as home, school, church, etc.

3. Do camps which claim recreation as their primary objective achieve these results when judged by the psychological criteria of re-creation?

4. What are the comparative merits of camp for boys and girls alone, and co-educational camps?

5. What are the best methods for dealing with parents and visitors who come to camp?

CHAPTER XII

APPRAISING THE RESULTS OF THE SUMMER CAMP

"Plans and programs are produced by the score which have no experimental basis and which are as likely to damage character as to improve it. Hundreds of millions of dollars are probably spent annually by churches, Sunday schools, and other organizations for children and youth with almost no check on the product—a negligence of which no modern industry would be guilty, and which the public schools have rather generally outgrown so far as routine school work is concerned."

—HARTSHORNE and MAY.

THE IMPORTANCE OF MEASURING CAMP RESULTS

Every camp director and countless educators and parents are certain that the summer camp is an immensely potent agency for the improvement of character. Leaders of organizations which deal with boys almost universally look upon the camp as the most influential feature of their entire program. These judgments are of an empirical character, based upon the actual changes in boys which camp leaders have observed. In some instances, however, these appraisals may rest upon relatively few specific observations. The successes may easily linger in the memory long after the failures have been forgotten. "We know that some boys show changes of a significant sort in attitude and conduct . . . but what of the sixty or seventy per cent. who were not outstanding cases and who did not write letters telling about the big things camp did for them?"[1] Dr. Goodwin B. Watson, who asks this pertinent question, readily grants that certain results from camps are indisputable. No one questions that boys enjoy camp, that they learn to swim, to paddle, and to make beds. What, then, is to be gained by efforts to estimate more completely and more accurately the results of the summer camp? Our answer lies in the motive which actuates the current movement for the measurement of results in the wider field of general and character education. Several reasons for the endeavor to develop and apply methods for estimating more accurately the results of camp may be briefly enumerated.

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[1] Watson, G. B., *Some Accomplishments in Summer Camps,* p. 5.

(1) Any adequate appraisal of the accomplishments of the summer camp demands and awaits the employment of the most reliable measures of evaluation or measurement that are available or can be developed. The very spirit which is implicit in the measurement movement in character education is of compelling import. It is a challenge to the prevalent, complacent, untested assumptions as to the efficacy of existing programs and methods. It is a confession that the results of an organization or a program may not be what its exponents hope or believe them to be. The statement of Hartshorne and May, quoted at the beginning of this chapter, is applicable with full force to the organized summer camp. One hundred million dollars is spent annually by parents in sending their children to camp. Certainly we do not possess as yet any check on the results commensurate with the dimensions of the camp enterprise.

The monumental report of the Character Education Inquiry, the first volume of which has been published under the title, *Studies in Deceit,* has added substantially to our uncertainty as to the relationship which exists between the character "claims" of an organization or program and the actual results achieved.[1] Their findings are sufficiently disturbing to make every agency of moral and character education reexamine its program, methods and results with the most rigorous scrutiny and techniques. The summer camp must participate in this endeavor to develop and apply more scientific methods to test its results. Of one thing we may be reasonably certain. Camps will differ greatly in the kind and degree of their outcomes in the socialization of boys and girls.

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[1] Hartshorne, H., and May, M., *Studies in Deceit.* See especially Chapters XVIII, XIX. Other volumes of the Character Education Inquiry are to be published soon.

(2) Another significant purpose of measurement devices, closely allied with the appraisal of results, is the improvement of program and method. To a large extent improvement either in program content or method depends upon adequate instruments of appraisal. The relative value and effectiveness of different methods and of different activities will be determined more reliably when we have tests or other techniques for estimating their results. Some of the many problems which must be investigated experimentally with the most dependable techniques have been listed in the preceding chapter. Until these investigations are made we must proceed on the basis of what appears to be the soundest educational theory and psychology. But educational theory and psychology as embodied in program and method must eventually submit to the pragmatic test of the results achieved.

These two inseparable purposes are the central motif of the testing and measurement movement. Dr. Mark A. May has epitomized the philosophy of the testing and measurement method in his assertion "that it enables one to measure the results of various teaching methods and educational procedures. In character education, as in general education, scientific progress may be hoped for in proportion to the success attained in measuring results." [1]

(3) Two other values of measuring techniques may be mentioned. Instruments of appraisal are of the utmost worth in the improvement and evaluation of leaders. The possibilities of measuring devices in this field have already been illustrated.[2] There is also a pedagogical by-product

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[1] May, Mark A., *Building Character,* p. 10.

[2] See Chapter XI.

of the endeavor to estimate program results more accurately that is not insignificant. We found that the techniques employed by counselors at Ahmek were invaluable aids in the improvement of leadership skills.

It might be appropriate at this point to attempt to answer the question which many persons raise as to the possibility of measuring the "spiritual," or "intangible" elements of human character and personality. The limited scope of our discussion does not permit any extensive consideration of this problem.[1] Two or three things may be stated, however, in a summary fashion. An attitude of wholesome and open-minded skepticism toward character measuring techniques is probably more desirable than a naïve confidence in their reliability at the present time. But, judged "by their fruits," we have already some very substantial evidences of their possibilities and their fruitfulness. Another thing which should be remembered is that we always have measured the intangibles, that is, we have made judgments and comparisons about personality and character traits. When we say that the summer camp is peculiarly capable of developing in boys cooperation, initiative, or love of nature, we are judging or measuring. When we say that Bill developed more in his sense of responsibility than Jack, we are comparing or measuring. Measurement methods are designed primarily to increase the reliability of our judgments and assumptions, through refining our more crude and episodical observations.

The pioneer attempt, on any wide scale, to develop and employ methods for measuring the outcomes of the organized summer camp has been essayed by the National Council of the Young Men's Christian Association under the leadership of Dr. Goodwin B. Watson, its Director of Research. A battery of "paper and pencil" tests was prepared and utilized in boys' camps during the years 1925–

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[1] For a concise, yet telling statement of the *raison d'être* of character measurement see: Watson, G. B., *Experimentation and Measurement in Religious Education,* pp. 34-35.

26–27. The results of these tests when published were illuminating and, to many leaders, disconcerting.[1] In 1926 over twelve hundred boys in twenty-five different camps were given these tests at the beginning and end of the camp. The tests were devised to give an index to the outcomes in nine kinds of learnings.

METHODS OF MEASUREMENT EMPLOYED AT AHMEK

FACTORS DETERMINING TECHNIQUES TO BE EMPLOYED

Two interrelated factors will determine the kind of techniques the summer camp will employ in the appraisal of its accomplishments. Unless it possesses the desire and the ability to construct new measuring instruments it must draw upon the tests or other techniques which are already available. It is not possible for us to survey here the available measuring techniques and the kinds of learning that they are designed to measure.[2]

The second factor determining the methods of measurement a camp will employ is its central purpose or objectives. If the major purpose of the camp is in the development of health or sensori-motor skills, then the measuring devices should be suited to these kinds of changes. If a camp professes character building as its dominant purpose the techniques utilized should appraise the resultant outcomes in social attitudes and habits and personality growth.

Obviously a wide variety of learnings take place in the summer camp with its diversity of activity and life-encompassing situations. Some of these learnings can be more easily and accurately measured than others. Improvement in sensori-motor skills like swimming, diving, paddling and sailing can be estimated with a high degree of exactness. The degree to which a boy's appreciation of beauty in music or in nature is enhanced is more complex and difficult of measurement. Some changes in attitudes and in social behavior are inevitably taking place, whether the camp's conscious purpose is character development or not.

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[1] Watson, G. B., *Some Accomplishments in Summer Camps.*

[2] Cf. Watson, G. B., *Experimentation and Measurement in Religious Education,* Chapters III, IV; *Religious Education,* March, 1928.

It seems pertinent to state again that we can no longer assume that any activity in camp produces *ipso facto* desirable changes in attitudes and habits. Athletic directors and coaches who have claimed that many character values are inherent in basketball and football are now faced with the fact that these activities may result in either desirable or undesirable habits and attitudes.[1] Nor can it be confidently assumed that baseball, swimming, canoeing and other camp activities inevitably produce wholesome results in boys. These activities do possess potentialities for many desirable learnings, but whether they are realized or not is a matter in which many factors are involved. Whatever the range of vision and conscious objectives of the camp the behavior of boys is being affected in numerous wholesome or undesirable ways.

The central objectives of Camp Ahmek have been previously stated. They fall into four general types: (1) The development of knowledge, skills and interest in numerous activities as canoeing, swimming, campcraft, riding, sailing and nature lore; (2) the development of appreciation for the higher values: love of beauty in nature, music and character; a sense of the supreme worth of persons; (3) the development of desirable social attitudes and behavior as the ability to cooperate, sense of social responsibility, etc.; (4) the development of such mental qualities as tolerance, open-mindedness, resourcefulness and the ability of self-direction.

While an adequate appraisal of the accomplishments of a summer camp would probably involve the employment of techniques for estimating changes in all the foregoing types of outcomes, this is an ideal that is impossible to achieve practically. Suitable methods for measuring all of these outcomes are not yet available. If they were, such an extensive measuring program would hardly be desirable in one camp, at least in a single year.

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[1] For an analysis of the possible learnings in basketball, positive and negative, see *Journal of Physical Education,* Feb., March, 1928.

The efforts to appraise the results of camp experience at Ahmek, over a period of years, have involved a number of techniques and a variety of learnings. Because of our particular interest in this report on Ahmek, we shall devote most of our attention to the methods employed for estimating those changes which fall more directly in the category of character. Techniques for measuring improvement in skills, however, will not be completely ignored. A brief description of the different instruments utilized for judging outcomes will be given first so that the measurement program may be seen in its completeness. Later the results yielded by these measurement devices will be presented.

Methods of Estimating Improvement in Skills

Two devices have been developed and utilized for estimating the development in boys of the skills and knowledge represented in such activities as campcraft, swimming, diving, boxing, sailing, riding, sketching, astronomy, nature lore and photography.

The first instrument is a weekly report by each counselor giving instruction in the camp on all the boys who have participated in that particular activity. The instructor rates the progress of the boy on a five-point scale, ranging from none to very marked.[1] This method makes possible the measurement of the *degree of progress* a boy makes during the summer in terms of five fairly uniform units: none, slight, fair, marked, very marked.

Development in campcraft abilities is measured more specifically by the graded standards set up for "bar awards" in the thirty odd activities.[2] In order to stimulate progressive achievement six levels of proficiency have been carefully worked out. The standard of achievement attained by each camper in the various activities provides a fairly objective measure of the degree of knowledge or skill achieved. If a boy is not at all interested in the "bar award" it is still possible to rate his standard of achievement in the various kinds of camp skills and activities by proficiency tests in the major camp activities which are given to all campers two or three times during the camp season.

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[1] The report form may be seen on p. 227.

[2] A list of the activities in which "bar awards" are given appears in the Appendix, p. 353.

METHODS OF ESTIMATING CHARACTER CHANGES

The difficulty and complexity of the task of estimating character changes must be frankly and fully recognized. We can measure moral knowledge and discrimination, but as the work of Hartshorne and May has demonstrated, there may be no close relationship between knowing and doing the right.[1] Behavior in the actual situations of life is the best test of socially wholesome attitudes and habits. Two factors tend to complicate the use of life-situation tests: (1) The attitudes of a person are specific; are functions of a total situation. A boy honest at home may be dishonest at school or in money matters.[2] To generalize from the behavior pattern formed in a specific situation is precarious if not positively unsound. (2) Conduct is constantly changing and shifting. To measure a boy's tendency to respond in one situation one day does not even tell how he will respond tomorrow in the same situation.[3] We must take into account this shifting of response due to the highly sensitive quality of human behavior.

Three different techniques have been employed at Ahmek in the endeavor to appraise changes in attitudes and behavior, "paper and pencil" tests, behavior observation records, and a behavior frequency rating scale. An additional device was utilized with parents as an attempt to secure some index to what changes in behavior parents observed in their boys as a result of the camp experience. In 1928 all of these techniques were employed in the endeavor to appraise the accomplishments of the camp.

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[1] Hartshorne, H., and May, M. A., *Studies in Deceit.*
[2] Cf. *Ibid.,* Book One, pp. 387 ff; Book Two, pp. 211 ff.
[3] Cf. Trout, D. M., *Religious Education,* Jan., 1928, p. 49.

The paper and pencil tests used at the beginning and end of camp were those employed with boys in the Young Men's Christian Association camps in 1926. Seven kinds of learnings which might be expected to take place in camps were included in the battery of tests. These were: health knowledge; attitude toward law, rules and government; honesty in statements; Bible knowledge (this section was omitted at Ahmek); freedom from prejudice; intelligence and home background; ideas of the values of camp.[1]

At present, probably the most reliable method of estimating character changes are not tests but the systematic recording of carefully observed behavior.[2] If observations and recording instruments are properly prepared and used any kind of conduct which can be observed can be described and, in this sense, measured. How does a boy get along with other boys? Does he quarrel frequently? Does he tease others? Is he greedy, selfish? Does he withdraw from the companionship of others? Does he show dependence or independence? Is he domineering or humble and self-effacing? How does he secure recognition or "limelight" in the group? Is he destructive of property? Is he nervous and irritable? Does he get angry, sullen or obstinate? Does he show initiative and originality? Does he make a friendly approach to other boys? The observation and recording of the conduct of boys in a wide variety of camp situations, if done thoroughly, probably gives the most accurate index to his character status. Changes in his social attitudes and adjustments can best be discerned in this way.

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[1] For elaboration of these kinds of learnings see Watson, G. B., *op. cit.*, pp. 6-7.

[2] Cf. Trout, D. M., *Religious Education,* Jan., 1928, p. 49; Watson, G. B., *Religious Education,* March, 1928, pp. 213-214.

The behavior observation technique employed at Ahmek has been presented in the chapter dealing with the mode of approach to the task of social adjustment.[1] This method fulfilled the two-fold purpose of providing data for the diagnosis of behavior needs and the recording of changes in behavior. The behavior observation records contributed in three ways to the appraisal of changes in conduct which took place during the two months. They provided regular reports of the progress of the special behavior cases such as are presented in Chapter IX. They tended to increase the observation skill of the counselor and gave a body of data which enhanced the reliability of the counselor's rating on the behavior frequency scale. This device also gave a substantial body of evidence as to the changes in conduct which took place in the rank and file of campers.

The third major measuring device was the behavior frequency rating scale.[2] When the recorded data of careful observations of behavior form the basis for the rater's judgment, rating scales may be especially useful. Camps may build scales adapted to their distinctive objectives and program. Our scale was an adaptation of the behavior frequency scale prepared by Dr. Watson.[3] This type of scale was selected on the assumption that frequency of overt and specific forms of behavior could be rated more objectively and accurately than abstract traits such as honesty and selfishness. Since the results of our measuring techniques, to be presented later, came largely from the rating scale, it is entitled to a fairly full consideration.

The rating scale was used twice during the camp season. The first rating was made eight to ten days after the opening of camp. This permitted a reasonably ample opportunity for the counselor and sectional director to know the boys quite intimately. The question as to when the first rating should be made is not easily answered. If it is done before intimate and wide observation has been possible the second rating will increasingly represent the rater's more complete knowledge of the boy rather than changes in the boy's behavior. If the first rating is delayed too long, it might include changes in behavior affected since the beginning of camp. The first two or three weeks might be the time of greatest behavior adjustment for some boys.

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[1] See pp. 152-155.

[2] See Appendix IV, p. 357, for instructions for rating.

[3] Watson, G. B., *Rating Scales;* Occasional Studies, No. 2, Association Press, New York City.

The conditions which should govern the use of rating scales, if the most trustworthy results are to be secured, have been excellently summarized by Dr. Watson.[1] As far as possible these conditions were met. It was impossible, however, to secure three leaders in every case who had sufficiently close contacts with a boy to rate him accurately on the fifty-four items of behavior. Where it was evident that the introduction of a third rater who did not know the boy intimately would increase the inaccuracy of the rating, only two raters were used. The counselor and the sectional director were the two men consistently used. When another counselor or a counselor-in-training had ample opportunity to observe the boy, he was utilized as the third rater.

Nor was it possible to observe the principle that the rating should preferably be made by persons who are not interested in the outcome. Leaders in camp obviously have much concern—or should have great concern—in the improvement of the boy. Yet, there was no idea given that the leader's status or prestige was at stake in the results. The attitude which prevailed was one of frank recognition that in many boys probably no discernible improvement in conduct might be observed. The fact that a large number of boys registered little or no desirable change and that a substantial number even showed a loss brings some support to the belief that this bias in the raters was close to the minimum. This bias actually may have been in the other direction.

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[1] Watson, G. B., *Experimentation and Measurement in Religious Education,* pp. 35-43; *Journal of Educational Psychology,* Feb., 1927, pp. 74-76.

The raters were not only given written instructions but two or three of the counselors' daily discussion periods were devoted to their preparation for the task. Every possible precaution was taken to guard against the "halo effect" becoming pronounced.[1] The sectional director probably played a rôle in correcting any bias, favorable or unfavorable, that the boy's own counselor might possess.[2] The sectional director did not have the same opportunity to develop either strong emotional attachments or prejudices as the counselors, who had much more intimacy and intensity of contact with the boys.

In making the composite or average rating of the two or three judges, the counselor's rating was somewhat weighted. If only one interval separated the counselor from the second rater, the counselor's judgment was taken. When there were two intervals difference, the ratings were equated. In the case of three intervals difference, the counselor's rating was moved but one step toward the second rating.

Results Yielded by Measurement Methods

Techniques for Measuring Gains in Campcraft Skills.—The weekly reports of instructors and the record of bar awards constitute the two chief sources of data for estimating the improvement of campers in the skills and knowledge which are involved in such activities as swimming, sailing, canoeing, campcraft, riding and nature lore. Because of the comparative facility with which this type of learning may be measured, and since also our chief interest is in character changes, we will present merely enough of our accumulated data to serve as samples.

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[1] This is the common term given to the tendency for the rating of a specific trait or form of behavior to be influenced by the rater's general impression of the subject.

[2] An analysis of the rating scales seems to support this view. In several cases it is undoubtedly true.

The instructor's weekly report gives a rating on both the camper's interest and his progress in the particular activity. We are concerned only with his progress. As an illustration, a summary of the reports on one activity, beginner's swimming, is given in Figure 3. The results are based on the instructor's reports for the summer, six reports being made. Twenty-five boys learned to swim the regulation 25 yards or more. Nine of the thirty-four did not do the regulation distance which graduated them from the beginner's class. Six of the nine were one month campers.

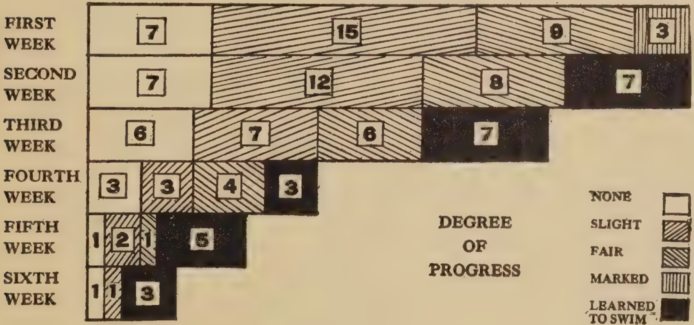

FIGURE 3

SUMMARY OF PROGRESS IN BEGINNER'S SWIMMING

The figures in the boxes represent the number of boys showing that degree of progress for the week.

The progress of boys in the other activities may be charted in a similar fashion.

The next table shows the number and standard of bar awards for achievement in the various campcraft activities. As stated in Chapter V, requirements have been formulated in over thirty types of activity for six levels of proficiency. The analysis of the report presented here covers only one year, 1928, which from the standpoint of the number of bars awarded is much lower than previous years, due to a greatly reduced emphasis on the bars. The learning achievements of many boys who made no attempt to meet the definite requirements of the bar awards are not included in the following table.

TABLE VI

ACHIEVEMENT AWARDS IN 1928

Activity	Total Bars	Standard of Proficiency					
		Inst.	Asst. Inst.	First Class	Second Class	Third Class	Fourth Class
Astronomy	24	1	......	1	2	10	10
Athletics	79	1	1	17	13	27	20
Birds	19	.....	......	......	5	......	14
Boxing	52	.....	1	1	13	20	17
Campcraft	123	.....	5	7	40	58	13
Canoeing	111	.....	3	10	12	57	29
Carpentry	40	.....	......	1	1	8	30
Diving	32	.....	......	4	4	2	22
Entertaining	43	.....	......	4	4	11	24
First Aid	18	.....	......	......	2	7	9
Flowers	11	.....	......	......	....	3	8
Fungi	8	.....	......	......	....	1	7
Harmonica	23	.....	......	3	1	2	17
Indian Life	3	.....	......	......	....	1	2
Insects	37	.....	......	......	....	1	36
Life Saving	43	2	......	6	6	29	....
Knot Tying	48	1	......	2	....	22	23
Public Speaking	37	.....	......	1	4	17	15
Photography	7	.....	......	......	2	......	5
Riding	119	.....	......	8	22	27	62
Sailing	57	.....	4	4	3	35	11
Sketching	33	.....	......	......	....	6	27
Story Telling	36	.....	......	......	9	19	8
Swimming	83	.....	......	6	32	34	11
Trees	16	.....	......	......	1	4	11
Woodcraft	17	.....	......	......	2	8	7
Music	16	.....	1	1	3	2	9
Total	1135	5	15	76	181	411	447

Since a record of the bar awards received by a boy is made on his permanent personal record form his improvement from year to year, in so far as bars may indicate improvement, can readily be appraised in terms of: (1) the number of activities in which he qualifies for recognition bars; (2) the standard of his achievement as represented by the class or grade of the bar received.

The members of the entire camp were given tests in swimming, canoeing and diving on two occasions during the summer with a definite scoring system in operation. These Saturday afternoon camp-wide tests became quite gala events, something of the nature of big regattas. These tests will probably be repeated in future years, and extended to other activities, so that every boy will be tested early in the camp season, at the end of the first month, and again at the close of camp, in all of the major activities of camping. This system will give a more complete and accurate measurement of improvement in campcraft skills than any of the techniques formerly employed. Our first tests this year did not come early enough in the camp season to measure the boys initial ability. There is no particular value, therefore, in reporting their results here.

Results of Paper and Pencil Tests.—The summer camp tests of the Y M C A were taken at the beginning and close of camp by 42 of the older boys.[1] In addition to providing an index to the gains made in six kinds of learnings tested we thought a comparison of the results of Ahmek, as a private camp with an eight-week period, with the scores made by the boys at the shorter Y M C A camps would be interesting. The number of boys taking these tests at Ahmek is not large enough to yield results that are more than suggestive.

Table VII gives a comparison of the scores of the boys in the Y M C A camps and 33 Ahmek campers of approximately the same age on the first test. These results may be indicative of differences in status of the two groups at the beginning of camp.

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[1] The section on Bible knowledge was omitted from the tests as the camp does not include Bible study or discussion as a regular part of its program.

The most conspicuous difference is in the scores made on the vocabulary test which was a measure of intelligence, school training and home background. The next largest difference, which may also be suggestive, is in the scores on attitude toward law, regulations and government. Since the cooperative government machinery had been in operation at Ahmek for a few days when the first tests were given this may have been a contributory factor in the higher score of Ahmek campers. Further, about 50 per cent. of the boys were old campers who were familiar with the process of camp government in previous years.

TABLE VII

COMPARISON OF RESULTS OF AHMEK BOYS WITH YMCA BOYS ON FIRST TEST

	YMCA	Ahmek	Ahmek Difference
Number of Boys	1216	33	
Age	13.3	13.5	.2
I. Health Knowledge	14.9	14.7	−.2
II. Honest Confessions	11	10.9	−.1
III. Attitude Towards Law	11.1	12	.9
IV. Intelligence and Home Background	30.6	36	5.4
V. Freedom from Prejudice	5.8	5.7	−.1
VI. Ideas of Camp Value	4.	4.	0.
Total	77.4	83.3	5.9

Table VIII shows the gains on each section of the test made by the 42 boys who took tests at the beginning and end of camp.[1]

"The columns headed 'average gain' and 'corrected gain' are much the most interesting in this summary. The 'corrected gain' comes from the necessity for making the two tests, beginning and end, exactly equivalent. Each gain should be read with reference to the average at the beginning and with reference to the last column, which gives its standard deviation. To be statistically significant and not likely to be changed by an infinite number of cases, the actual gain should be at least three times as large as its standard deviation. If any gain or loss is three or more times as large as its S. D., then one can be practically certain that if . . . we had tested several millions of whom these are a random sampling the result would not have changed from a gain to loss, or vice versa."[1] Since the scores in this table do not satisfy this condition they must be interpreted very cautiously.

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[1] Some of the boys whose scores are given in Table VII did not take the second test on account of leaving camp before the final tests were administered.

TABLE VIII

SUMMARY OF RESULTS FROM 42 BOYS

	Beginning of Camp				Gain During Camp		
	Av. Score	S. D. Distribution	Lowest	Highest	Av. Gain	Corrected Gain	S. D. Av. Gain
I. Health Knowledge	14.5	2.56	7	20	2.11	1.69	2.16
II. Honest Confessions	11.3	4.22	1	19	.64	1.12	2.95
III. Attitude Toward Law	12.8	2.08	8	17	−.45	.74	2.96
IV. Intelligence and Home Background	37.2	10.93	11	50	−3.28	−3.01	5.22
V. Freedom from Prejudice	6.1	2.29	1	10	1.21	−.04	1.73
VI. Ideas of Camp Value	4.6	1.47	1	8	.62	.62	1.37
Total	86.5	23.55	29	124	.85	1.12	

The loss exhibited in the intelligence and home background score suggests that the summer in camp was not conducive to improving the boy's knowledge of vocabulary.

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[1] Watson, G. B., *Some Accomplishments in Summer Camps*, pp. 9-10.

Dr. Watson points out that this test was included in the battery to measure the home background status of the camper rather than to measure changes effected by the camp. If this were excluded from the series and only those included in which learning might be expected to take place in camp the gain would be 4.13, a substantial increase.

For comparative purposes we include a summary of results of Ahmek boys and boys in the Y M C A camps.

TABLE IX

COMPARISON OF RESULTS OF AHMEK BOYS AND Y M C A BOYS

	First Test			Second Test		
	Y M C A Score	Ahmek Score	Ahmek Difference	Y M C A Change	Ahmek Change	Ahmek Difference
Number of Boys......	1216	42	....	....	....	....
Age..................	13.3	14.5	1.1	....	....	....
Period in Camp......	13.5	40	26.5	....	....	....
I. Health Knowledge..........	14.9	14.4	−.5	−.05	1.69	1.74
II. Honest Confessions..........	11.0	11.3	.3	.75	1.12	.37
III. Attitude Toward Law..........	11.1	12.8	1.7	.51	.74	.23
IV. Intelligence and Home Background........	30.6	37.2	6.6	−.75	−3.01	−2.26
V. Freedom from Prejudice......	5.8	6.1	.3	.22	−.04	−.26
VI. Ideas of Camp Value.........	4.0	4.6	.6	.07	.58	.51
Total.....	77.4	86.4	9.0	.75	1.08	.33

Ahmek boys were more than a year older than the boys in the Y M C A camps. Their period between tests averaged 26 days longer. On the first test their average is 9.1 above the boys in Y M C A camps. The home background score contributed largely to this result. Ahmek

Rope Twirling

Younger Boys Building Woodcraft Shelter

campers show a greater loss during the camp than the Y M C A boys on intelligence and home background, and on freedom from prejudice. In health knowledge, honest confessions, attitude toward law and regulations, and ideas of camp value they reveal a gain over the other boys. If the home background scores are eliminated from both Ahmek and Y M C A results the Ahmek gain is 2.63 above that of the Y M C A gain. The facts previously referred to make it precarious, however, to draw any conclusions from these results.

One section of the test attempted to get at the interest of boys through their choice of companions. The results are presented in Table X.

TABLE X

BOYS' INTERESTS AS INDICATED BY THEIR CHOICE OF COMPANIONS

(Score indicates per cent. of suggested interests given a lower rating.)

		Average for all boys at beginning	Change during Camp
I.	Boating (Swimming and Diving—2nd test)	86%	−1.6%
II.	Hiking—staying overnight in the woods	80	8.5
III.	Nature Study, Birds, Flowers, Trees, etc.	60	−11.
IV.	Story-telling—Ghost stories, camp-fire stories	46	6.
V.	Fishing	33	11.
VI.	Wrestling (boxing—2nd test)	26	47.
VII.	Radio	20	36.
VIII.	Adventure, excitement, daring risk	0	62.

Boating, i. e., sailing and canoeing, ranked highest, 86 per cent. of the interests scored were rated below this by the boys. On the second test swimming and diving stood a little below "overnight in the woods," which to Ahmek campers signified the canoe trips. Nature study showed a loss, possibly due to a new experimental policy which did not provide for a specialist in this field. Wrestling stood low on the first test, but its "equivalent" on the second test "boxing" showed a large gain in popularity. Our results here differed radically from the Y M C A camp results. Boxing and wrestling held the cellar position on both their tests.[1] Why interest in radio should rise when there is no radio in camp is not clear, unless "absence makes the heart grow fonder." The outstanding change is in desire for adventure, excitement, and daring risk. This is likely due to the stress in camp in developing nerve and courage, and the opportunity for this kind of experience in diving, sailing, riding and canoe cruises.

Results of Behavior Observation Records

The best use of the behavior observation record in estimating behavior changes has been illustrated in Chapter VIII. Their chief function is not to provide a statistical measure of changes, but rather to describe the changes in specific forms of behavior of a particular boy. It gives an individualized record of behavior changes which is probably the truest measure of the effect of the camp on the boy as a person.

To test out the possibilities of a statistical treatment of these individual case studies we have made an analytical summary of the records. Obviously it is not possible to present here, even an abstract of the records of two hundred boys. We have grouped the behavior difficulties described under certain general labels such as quarrelling, temper tantrums, and so forth. We have recorded the number of times this kind of behavior is described in the reports and the number of times the subsequent and final reports indicate either improvement or lack of improvement. In reading the table presented below we should keep clearly in mind the way in which the results were compiled, otherwise it will be very abstract and misleading. These behavior "labels" are not used by the counselor in describing a boy's behavior. They are merely utilized in order to classify rather loosely somewhat similar kinds of conduct The table includes only those kinds of behavior which appeared five times or more in the observation records.[1]

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[1] "Lehman has found that bright boys are uninterested, as a rule, in boxing and wrestling, while dull ones spend a considerable amount of time and interest upon such activities." (Watson, G. B., *ibid.,* p. 13.) Evidently social patterns and training is as important here as intelligence. Boxing is very popular at Ahmek and boys frequently ask for instruction in wrestling.

TABLE XI
SUMMARY OF BEHAVIOR CHANGES DESCRIBED IN OBSERVATION RECORDS

Behavior Difficulty	No. of Times Mentioned	Times Improvement Reported	Times no Improvement Reported	Times Results not Mentioned
1. Poor etiquette.......	46	35	6	5
2. Lack of interest in activities..........	31	24	4	3
3. Selfishness..........	24	18	4	2
4. Lack of cooperation..	18	10	6	2
5. Shows off—braggadocio...............	18	15	1	3
6. Disobedient.........	14	9	1	4
7. Temper tantrums....	13	10	2	1
8. Poor posture........	11	8	2	1
9. Untidiness..........	10	9	..	1
10. Poor mixer..........	10	6	3	1
11. Lacks sense of responsibility.......	10	6	4	..
12. Fear of water........	9	9	..	..
13. Pernickety..........	8	6	1	1
14. Lack of self-control...	8	5	1	2
15. Stubborn...........	6	3	2	1
16. Teasing, quarrelling..	10	8	..	2
17. Lying, deceitful......	5	3	1	1
18. Lacks self-confidence.	5	2	1	2
19. Rough language.....	5	3	2	..
20. Evidences of sense of inferiority.........	5	5	..	..
22. Lacks courage.......	5	4	1	..
Total........	272	198	42	32

Results of Behavior Rating Scale

In reporting the results yielded by our rating scale technique we want to state frankly at the outset that the limitations of this method should be fully taken into account.

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[1] A correlation of results recorded on the behavior reports might be made with the results produced by the other measuring devices.

The fallacy of assuming that we have accuracy because we have statistics must be avoided. We are not certain how dependable the results are. They are presented, however, with three purposes in view. (1) Methods of measurement in the summer camp will only be developed as they are tried out experimentally and their results made available to the camping and educational world. In the hope that we may make some meager contribution to the development of adequate methods of appraisal we describe our experience with the rating scales. (2) We are confident that results secured through the behavior rating scale are much more accurate and trustworthy than the more haphazard and less refined methods customarily employed for judging camp results. (3) The results in the large may warrant certain tentative conclusions, or hypotheses.[1]

The scoring of the behavior changes in a boy was done on the very simple plan of giving a plus one for a unit or interval of desirable change, and a minus one for a unit of undesirable change. If a boy's final rating score showed a unit of favorable change on each of 6 forms of behavior and 2 units of undesirable change on each of 2 items of behavior his net score would be plus 2.

Table XII shows the distribution of the final net scores. The average gain for the 173 boys is 4.18.[2] This means that as far as our technique for the appraisal of behavior changes can be depended upon improvement was decidedly, though not exceedingly, greater than the loss in the forms of behavior which it was designed to measure. Sixty-five or 37 per cent. of the boys registered a loss ranging from 1 to 30 units.

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[1] Cf. Table XIII and its interpretation.

[2] There was no appreciable difference in the net scores of two month and one month campers.

TABLE XII

ORDER DISTRIBUTION OF FINAL SCORES OF 173 BOYS ON BEHAVIOR RATING SCALES

Scores								
54	20	11	8	5	1	—2	—8	—13
50	19	11	8	4	1	—2	—8	—14
40	18	11	8	4	1	—2	—8	—14
36	17	11	7	3	1	—4	—8	—14
34	17	11	7	3	1	—4	—9	—15
33	16	11	7	3	0	—4	—9	—15
33	16	11	7	3	0	—4	—10	—16
32	15	11	7	3	0	—4	—10	—17
29	15	11	7	3	0	—4	—10	—19
27	15	10	7	3	—1	—5	—10	—19
24	15	10	7	3	—1	—5	—11	—19
24	14	10	7	3	—1	—5	—12	—20
23	14	10	6	3	—1	—5	—12	—24
22	13	10	6	3	—1	—5	—12	—33
22	12	9	5	3	—2	—6	—12	
21	12	9	5	2	—2	—6	—12	
21	12	9	5	2	—2	—6	—13	
21	12	9	5	2	—2	—7	—13	
21	11	9	5	2	—2	—7	—13	
20	11	8	5	2	—2	—7	—13	

Mean	4.18
Median	3.
Mode	3.

Figure 4 presents the same results graphically.

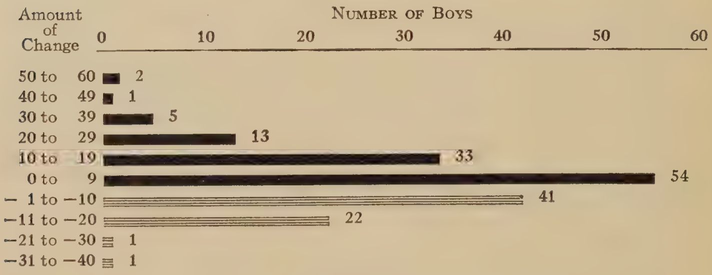

Figure 4

Distribution of Final Scores on Behavior Rating Scales

The analysis of scores in terms of the age of the boys yields results of immense significance. Table XIII summarizes the scores made by the boys in each section of the camp which were organized, of course, on an age basis.

With the exception of one section the average per boy *decreased with increasing age.*

The rather striking exception of the "Tadpole" section to this tendency of decreasing change with increasing age calls for a brief statement. A partial explanation of these results lies in what might be termed a lack of morale in the leadership of this section from the standpoint of its appreciation and application of the educational purpose and techniques of the camp. The factors responsible for this lack of enthusiasm for the more scientific methods in this particular section need not be analyzed here, but we have many evidences that this "educational morale" was not strong, although the abilities of the counselors from the standpoint of campcraft skills and their interests in the camp enterprise were probably on a par with the counselors of

TABLE XIII

SUMMARY OF RESULTS BY SECTIONS

Section	Total Change	Average Age	Number Boys	Average Change
Incubators	209	8.4	20	10.45
Tadpoles	9	9.8	28	.32
Bantams	237	11.1	40	5.92
Juniors	155	12.2	33	5.16
Intermediates	74	13.5	26	2.86
Seniors	40	15	26	1.53
Total	724	11.7	173	4.18

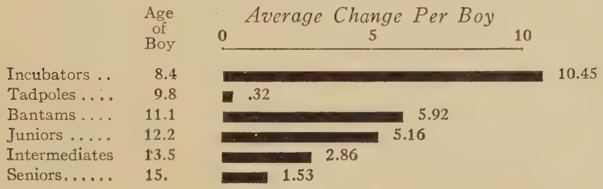

FIGURE 5

RESULTS OF RATING SCALES BY AGE GROUPS

other sections. This lukewarm attitude toward the theories and techniques of educational science may have affected the rating of boys in different ways. The rating may have been done carelessly, as an unavoidable, yet useless task. Or it may be that the rating does represent fairly accurately the changes of the boys which actually were lower than other boys probably through poorer leadership. In making this statement our object is not to prove a point or support a conclusion that is not warranted by the facts. The exception to this tendency for the amount of change to decrease with increasing age is so noticeable, and this factor which seems to be a possible conditioning element in the situation is so obvious, that we felt it should be mentioned in fairness to all the interests involved.

A tempting task would be that of developing the implications of these findings for the summer camp and for character education in its wider aspects. The results of our behavior adjustment efforts are also consonant with these figures based on the use of the rating skills. Our best results with our behavior cases were almost invariably achieved with the younger boys. Our data then add their mite to the rapidly accumulating evidence that early childhood is the time *par excellence* for the establishment of desirable social attitudes and habits. Would the summer camp achieve more fruitful results in character development by concentrating its efforts upon the younger boys, twelve years old and younger? Or does it merely mean that the younger boys respond more quickly to a new social situation, but that their changes in behavior are quite temporary and will be just as quickly changed again upon their return to the home environment at the close of camp? More investigation and experimentation in these problems are desired.

What are the kinds of behavior in which a boy shows the greatest gain in the summer camp? In what ways does a boy change least, or in an undesirable direction? Our results shown in Figure 6 provide a tentative answer for

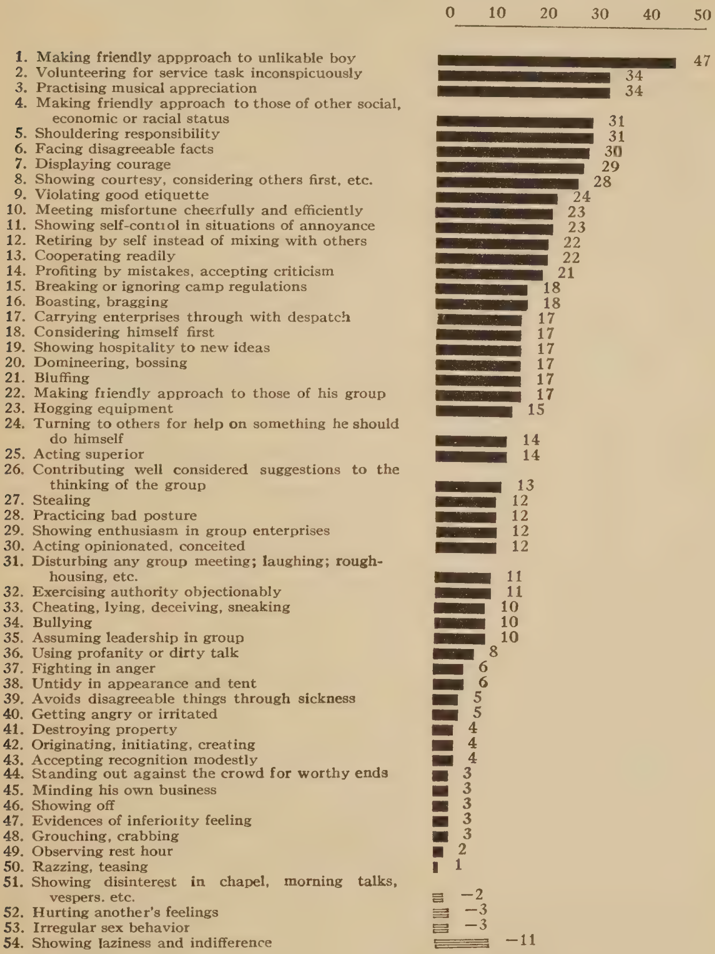

FIGURE 6

NET CHANGES IN BEHAVIOR IN RANK ORDER

this question, for at least this one camp. The greatest improvement was shown on the item "making friendly approach to unlikable boy." This is not at all surprising in view of the way in which the "Ahmek spirit" is defined in the camp tradition and custom. "Volunteering for service task inconspicuously," and "practicing musical appreciation" come second and third respectively. Only four items exhibit losses and these are so small that with one possible exception they indicate no more than a lack of any substantial positive change in the campers as a whole on these behavior characteristics. A word is in order concerning the score on sex behavior. During the camp season we learned that one boy had been in the habit of masturbating and another boy was suspected of the practice. As these boys had been rated "never" on the first rating and were now rated "seldom" and "occasionally" the total score shifted three units.

Another way in which the scores may be treated to yield significant results is to present them in tent groups as in Figure 7. Twenty-two groups registered an average gain per boy ranking from .16 to 26.8. Ten groups reveal an average loss per boy from .85 to 18.5.

We do not desire to impose any technical discussion of the rating technique upon our readers. A few observations from our experience, however, may be helpful, both in the evaluation of the results yielded by the rating scheme at Ahmek and in enlarging our knowledge of the possibilities and limitations of the rating technique in general as an instrument for measuring behavior changes.

(1) The accuracy of the first rating, even when made a week or more after the opening of camp, is probably lessened by a tendency for boys to keep hidden many of their real attitudes and habits during the first few days in a new environment. The boys tend to be on their best behavior, especially if it is their first year in camp. Often they are encouraged and stimulated by parents to enter enthusiastically into everything and to "be a good boy." The first

two or three weeks every boy is "on his toes" while getting adjusted in his new society. This may mean, for example, that a boy who has a tendency to be lazy may not show it at all the first few days. Later when he is more thoroughly at home in his adjustments this behavior pattern is more clearly displayed. The items "showing lack of interest in chapel, morning talks, etc.," "disturbing meetings," "breaking or ignoring camp regulations" are likely to be affected by this tendency. While new in camp some boys are not likely to be disturbers or violators of regulations. After

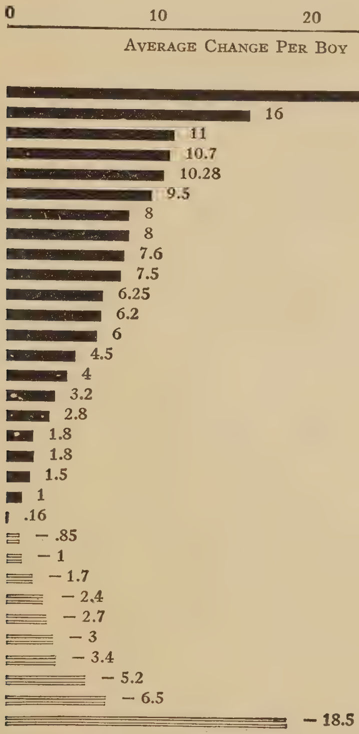

FIGURE 7

BEHAVIOR CHANGES IN RANK ORDER BY TENT GROUPS becoming "settled" or adjusted former habits and attitudes are more likely to be exhibited.

(2) There is another complementary fact in this process of personal adjustment to the social situation of the camp which complicates the behavior rating scheme. In the early days of the camp the boys in a group are finding themselves in relation to the other members of the group. A group character or spirit, when it is strongly developed, tends to define a boy's behavior in that group. Whether a boy boasts, shows off, razzes, or is razzed, enters into camp activities with enthusiasm or not, will depend in no small measure, sometimes, on the way the six different personalities which make up the primary tent group become defined in and by the total situation. Behavior traits, therefore, may be socially defined by interaction with the group quite differently in the course of six weeks than they are in the first days of camp adjustment. The subtle nature of these behavior changes is clearly exhibited in our analysis of the social controls of camp life. This transient, dynamic and social nature of personality and behavior makes precision of behavior rating more difficult. Of course, these changes are real changes in behavior and from this standpoint it is part of the task of measuring instruments to appraise them. We call attention to these facts lest there be an inclination to select or interpret particular items from our results in an unwarranted manner.

Parents' Evaluation of Results

A twofold interest motivated our endeavor to make a first step toward securing some information on the parents' estimate of the changes taking place in their boys during the camp season.

One purpose was to obtain an additional check on the other techniques for measuring results. In what ways do parents believe their boys are affected by a summer in camp? In what forms of behavior do they observe, or think that they observe, changes, whether improvement or loss? If parents think their boys have gained or lost on the same items that the camp leaders have observed gain or loss that would be a further check on the reliability of the camp techniques of measurement.

Another problem toward the solution of which data from parents might make some contribution is that of the "carry over" of results from camp to the city environment. Even though a camp may possess the most trustworthy evidence of its accomplishments in camp there still remains a question of immense import. To what extent, if any, do these changes in attitude, habit or behavior continue when the boy returns to his community environment? Because of the great gap which may exist between life in the woods and life in the city it is not inconceivable that the camp life might increase the difficulty of adjustment in the boy's normal life situations. Sociologists and psychologists clearly recognize the specificity of attitudes; that is, the dependence of the behavior pattern upon the specific social situation. Camp directors and educators must study, therefore, the transfer of behavior learned in one situation to another, and the effect of camp experience in helping or hindering a boy in his home and community adjustments.

A questionnaire sent to parents about a month after camp closed represented an attempt to take a small step in these two directions.[1] We waited a month so that we would not have the first reaction of the parent before ample opportunity for observation had been possible. We did not postpone the questionnaire longer as we felt it would add to the difficulty of the parent in separating the camp influence from the other factors conditioning the boy's behavior after the boy's return. One section of the questionnaire asked for the parent's rating of the boy on twenty-seven items of behavior. If we could have selected all of these items from our camp rating scale we would have secured comparable results. We thought, however, that changes in language and some changes in the forms of behavior listed would be advisable from the standpoint of the parent as rater. Part two of the questionnaire attempted to get at other ways in which the camp influence might be perceived; in friendships made, in conversation about the camp, in camp songs sung, and other similar expressions. A few questions were added that might elicit criticisms and suggestions on the camp program and administration. In order to encourage perfect frankness questionnaires were returned anonymously. This made it impossible, of course, to compare the camp rating on a particular boy with the rating of the parent. In facing this alternative we selected the device which we thought would give us more dependable results.

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[1] The questionnaire is included as Appendix VII, pp. 360-362.

At the time of preparing this manuscript only forty-seven parents had responded out of two hundred. This small return places some restrictions on our interpretation of results. It may easily be that the most enthusiastic parents replied, and the parents whose boys showed the least change were not sufficiently interested to reply. We present the results for what they may be worth. At least they give an index to the forms of behavior which forty-seven parents believe are most greatly affected by the boy's summer in camp. Table XIV shows the rating of the items in terms of "improvement," "no change," "loss" and "net gain."

The greatest improvement observed is in the boy's confidence in himself. The dozen items listed next are suggestive, and not unexpected. The low ranking given to "tidiness around the home," "shouldering responsibility," "practising good posture" and "practising good etiquette"[1] is somewhat surprising in the light of camp objectives and in some instances the camp rating on these kinds of behavior. The lowest item on the list was probably a poor one to include as parents frequently wrote "he never did."

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[1] Perhaps a camp should feel satisfied if it "holds its own" on the "good etiquette" item.

TABLE XIV

PARENTS' RATING OF BEHAVIOR CHANGES IN BOYS

Form of Behavior	No. of Boys Showing Improvement	No. of Boys Showing No Change	No. of Boys Showing Loss	Net Gain
1. Confidence in himself	37	9	..	37
2. Showing courtesy	34	9	..	34
3. Responsive to parental suggestions	33	11	..	33
4. Appreciation of music	33	11	..	33
5. Consideration for welfare of others	31	13	..	31
6. Meets and mixes with others more easily	29	13	..	29
7. Cooperating readily	29	10	..	29
8. Volunteers for service tasks	28	17	..	28
9. Care of property	28	15	..	28
10. Unselfishness	27	15	..	27
11. Initiative and resourcefulness	27	17	..	27
12. Personal tidiness	24	15	..	24
13. Meeting misfortune cheerfully	23	20	..	23
14. Assuming leadership	22	19	..	22
15. Sensitive to feelings of others	21	17	..	21
16. Associates with others without bossing	22	16	1	21
17. Absence of grouching	21	20	..	21
18. Displaying courage	21	17	..	21
19. Being industrious	21	17	1	20
20. Showing self-control in situations of annoyance	21	18	1	20
21. Tidiness around home	22	17	3	19
22. Shouldering responsibility	19	18	..	19
23. Practising good posture	18	19	..	18
24. Practising good etiquette	17	22	..	17
25. Carrying enterprises with dispatch	17	19	..	17
26. Being modest where easy to show off	18	22	1	17
27. Avoids disagreeable things through sickness	9	17	1	8
Total	652	433	8	644

Figure 8 presents the forms of behavior graphically in rank order.

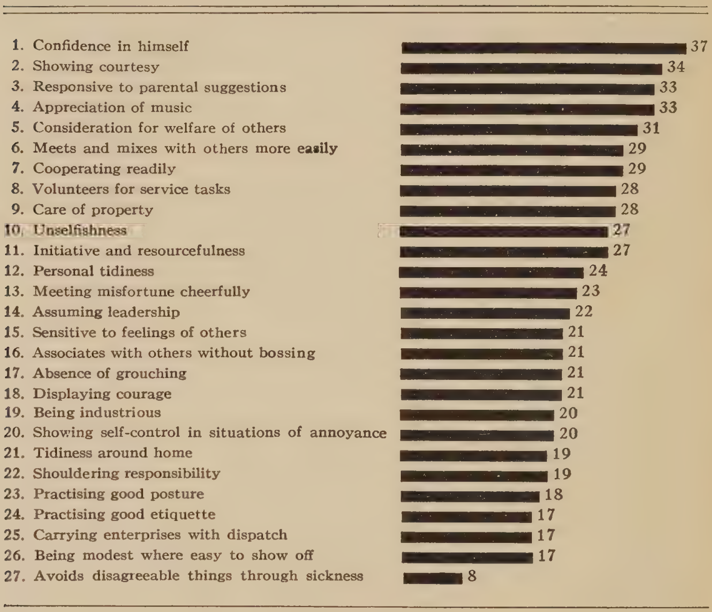

FIGURE 8

PARENTS' RATING OF BEHAVIOR CHANGES IN RANK ORDER

A comparison of the items included on the parents' questionnaire with those on the camp rating scale is given in Table XV. A new rank order has been arranged for the items which appear on both rating forms, retaining their original relative position. It should be kept in mind that the camp rating figures are on 173 boys while the parents' rating only includes 47 boys. On the basis of these incomplete returns the judgment of the parents is much more optimistic than the rating of the camp leaders.

TABLE XV

COMPARISON OF CAMP AND PARENT RATING

Form of Behavior	Final Camp Rating		Parent's Rating	
	Rank	Net Gain	Rank	Net Gain
1. Volunteering for service task inconspicuously	1	34	5	27
2. Practising musical appreciation	2	34	2	33
3. Shouldering responsibility	3	31	15	19
4. Displaying courage	4	29	13	21
5. Showing courtesy	5	28	1	37
6. Practising good etiquette	6	24	17	7
7. Meeting misfortune cheerfully	7	23	9	23
8. Showing self-control in situations of annoyance	8	23	14	20
9. Mixing with others	9	22	3	29
10. Cooperating readily	9	22	4	29
11. Carrying enterprises through with dispatch	11	17	18	17
12. Unselfishness	12	17	7	27
13. Associates with others without bossing	13	17	11	22
14. Practising good posture	14	12	16	18
15. Assuming leadership	15	10	10	22
16. Care of property	16	4	6	28
17. Initiative and resourcefulness	17	4	8	27
18. Being modest where easy to show off	18	4	19	17
19. Absence of grouching	19	3	12	21

SUMMARY OF RESULTS AND CONCLUSIONS

Our measurement techniques were by no means calculated to appraise all of the character changes in the lives of the boys. Doubtless many significant phases of the boy's life were not covered by any of our measurement devices. They were designed to make a beginning at estimating the accomplishments of the camp in developing certain attitudes, appreciations and forms of behavior. Another primary purpose in their employment was that of contributing to the task of developing more adequate instruments for evaluating the effects of the summer camp than have hitherto been available.

The following tentative conclusions concerning the methods employed may be formulated in a summary fashion. The most useful methods for measuring results were the descriptive records of the boy's behavior kept throughout the summer, and the behavior rating scales. For determining a boy's behavior needs and status, and for estimating conduct gains these actual observations of conduct proved immensely useful. These descriptive data, however, do not readily lend themselves to statistical treatment. The behavior frequency rating scale gives a fairly accurate measure of the boy's behavior, provides a graphic presentation of his behavior needs, and furnishes results which when treated statistically have large suggestive value. Although the rating scale possesses many limitations, the subjective element in the rating being the paramount one, its accuracy is enhanced by the continual recording of behavior by the counselor.

The actual results of the various techniques employed at Ahmek seem to justify the following tentative conclusions:

(1) Desirable changes in a boy's behavior are not an inevitable outcome of a summer spent in our better camps. Probably the effectiveness of the summer camp in developing desirable social attitudes and behavior is much below the customary expectation.

(2) Character changes are dependent upon many factors such as type of program, kind of control, group pressures and opinion, and the kind of guidance given to behavior problems. The most important single factor is that of the group counselor. There seems to be a high degree of correlation between the quality of leadership and the kind and degree of behavior changes in a particular group of boys. More influential by far than camp director, program directors, or instructors, is the tent or cabin leader.

(3) The amount of favorable change seems to decrease with increasing age.

(4) If certain forms of behavior become symbolized in the camp idea or camp spirit and are embodied in the camp traditions, they may act as effective controls of conduct with the result that appropriate attitudes are evoked to a marked degree. In this sense these attitudes or practices which are played up as prominent camp objectives may show large gain in the course of the summer.

(5) The amount of change as registered by the rating scale device does not differ very significantly whether the boy spends one or two months in camp.[1]

(6) Parents are more optimistic in rating the improvement of boys due to the camp experience than are the camp leaders.

(7) Some of the learnings or changes effected by the camp persist in the home environment, at least for a few weeks.

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[1] This may reflect on the limitations of the measuring technique more than on the actual effects of the camp.

CHAPTER XIII

SOCIAL CONTROLS IN THE CAMP[1]

"We cannot change habit directly: that notion is magic. But we can change it indirectly by modifying conditions, by an intelligent selecting and weighing of the objects which engage attention and which influence the fulfilment of desires."—DEWEY.

It is a noteworthy fact that the educational programs of school and church have sadly failed in their "character" aims. Social scientists have discovered that one of the chief reasons for this failure is that the actual controls of behavior lie in social contacts, groupings and experiences outside of the school or church activity. The emerging science of sociology has as its major objective the understanding of the social forces or processes which condition and determine human behavior and personality. Intelligent direction of these forces demands accurate knowledge of what they are and how they operate.

Although it has been generally recognized that the summer camp is a community or society in many ways analogous to other communities, there has not been much effort to approach camping and campers from the point of view of sociology. While we are carefully analyzing "program" in terms of educational psychology, there may be basic factors in the community life, with its constant interplay of persons and groups, which are very influential in controlling behavior. These basic social processes may be neutralizing or even undermining the outcomes we seek through our consciously directed educational program. The most strategic approach to the task of developing wholesome attitudes and conduct in boys would seem to be the one which utilizes most fully the forces which are most potent in determining the boy's behavior. That these processes are complex is obvious. An analysis of the social or group processes and mechanisms which condition and control human behavior is a *sine qua non* of an intelligently guided educational enterprise.

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[1] The main body of this chapter is the work of Mr. Harold Haydon, Director of the "Incubator" Section of Camp Ahmek, and a student at the University of Chicago. The case data it includes were turned over to him by the authors, but the organization and analysis is entirely his. The introductory section and the closing summary were written by Hedley S. Dimock.

This chapter represents a first step in making a survey and analysis of the mechanisms of social control in the camp situation in order to ascertain more clearly what they are and how they operate. These mechanisms or processes of social control are constantly at work in the interplay of persons and groups, but until they are identified and understood, they can not be intelligently directed. The ultimate aim of the camp must be to achieve that knowledge of the controlling forces in the behavior of boys that they may be utilized as educational allies.

The materials here presented have been organized and analyzed in terms of sociological concepts and principles. A minimum of technical terminology has been used. The concepts are merely labels for actual processes and mechanisms, and should not be scrutinized too precisely. The data, of necessity, are overlapping. The process they describe is one of complex interaction, and we might have easily given numerous and probably confusing cross references. The first part of the analysis deals with the mechanisms of leadership as they condition and control the behavior of boys. The second part attempts to analyze some of the processes which are less easily singled out and accurately labeled. A summary of the results of this partial analysis of the social controls in this particular camp and their implications for the educational purpose of the camp concludes the chapter. Case data, largely from the recorded observations of counselors, form the basis of the analysis. These are presented as far as space permits, but the reader should bear in mind that they represent but a small fraction of the materials which have been telescoped into the confines of this chapter.

LEADERSHIP AS A FACTOR IN CONTROL

The Camp Director

The camp director stands, outwardly at least, as the symbol of the unity of the entire group. His is the one outstanding personality and he embodies and expresses the whole atmosphere and spirit of the camp. His position, his relations with the parents, his appearance, age, voice, manner, all combine to give him prestige in the eyes of the boys. His place as the executive head of the camp surrounds him with an atmosphere of importance. He has personal relations with each boy, yet is not a member of any one of the primary tent groups. With the camp as a whole his relations are relatively formal. The camp director is not known as Mr. —— nor is he spoken to by his first name. To everyone he is the "Chief," or more properly, "Chief Gitchiahmek." This is the position which he fills throughout the camp. He takes a commanding place in the after-dinner programs and actually plays the part of chief at the regular Saturday night Council Ring. There he wears the complete Indian costume and conducts the ceremonies and games.

His leadership depends largely upon his personal qualities and he is in a position to be appreciated and evaluated by members of all the age-groups. He is also in a position to deal with individuals among the boys. He invites personal talks and can deal effectively with behavior problems.

> The Chief has influenced my boys wonderfully. I had some trouble with M. at the first of the year. I took him to Chief who kept him for a whole morning, talking to him. Since then he has caused about one tenth the trouble he usually did. . . . I asked them the other night how they liked Chief and they all

said he was a "great man"—everyone would like to be like him when he grows up. (Incubator) [1]

Several times we have taken the fellows individually to see Chief. What the Chief tells them always leaves its effects. (Incubator)

They say the Chief's talks are the bunk, yet the Chief as a man is their model and they have every respect for him. (Senior)

Because of his position and his personal qualities he is a powerful factor in control through his visits to tent groups throughout the camp, inspecting, talking with boys about what they are doing, suggesting new things to be undertaken, encouraging, complimenting, advising, knowing every boy and his interests.

His every word and action possess great authority. He can swing the power of his words to anything which he desires to make important or unimportant. In his talks to the camp as a whole he can direct, create and release many desires of the boys. This takes place in one way which is difficult to estimate in any concrete sense and consists of inspiring the campers to better relations with each other and of encouraging them to set up ideals. Endless case data could be presented to illustrate this "inspirational" function, which consists in defining certain ways of acting and supporting these ideas with his prestige so that they possess great suggestive power.

After a talk on getting along with a boy you did not like too well, they stopped a lot of razzing that had been going on in the tent. (Bantam)

I noticed that after one of Chief's talks on cooperation with other boys, counselors and instructors, and his talk on getting the most out of camp, it made them hop to it. (Junior)

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[1] The age of the boys described may be inferred from the section name at the end of the statement. The average age of the boys in each section is given on p. 12.

Chief's talks are usually looked forward to by my fellows. They seem to really like them and they really have benefitted by the various talks, especially the ones on courage and cheerfulness. They certainly have been a great help to me. (Tadpole)

More practically, his talks can be used to set up immediate goals toward which the boys may work; to direct their activity into definite channels; to define their wishes and ambitions.

The Chief's talks have a very good influence on the boys, especially in attending camp activities. F. at first did not see much to this but after Chief's talk he took much greater interest. It also spurred others on. His talk on rest and sleep had a very good effect on them. (Bantam)

One of Chief's talks was the main cause of A. swimming three hundred yards. (Incubator)

Chief's talks have influenced W. and he pays strict attention to them. After Chief's talk on courage he took a sailboat out by himself and went down the chute for the first time. (Incubator)

As a direct result of Chief's talk on life-saving all five in our tent are taking life-saving and sticking at it. (Junior)

The Chief's talks are great. . . . After one of them, A., very bored hitherto, came to me and announced his readiness to go on a canoe trip and told me he was after some bars. (Intermediate)

The Chief's talk on "courage" followed up by a short talk at night changed the group's idea of staying home from a canoe trip and also got B. to get into swimming a great deal more. The talk on diving helped a lot as two of the boys dived from the tower and two others started taking lessons from the instructor. If followed up immediately by the counselor, these talks are most effective. (Intermediate)

Throughout all his activity, the camp director is defining the spirit of the camp and giving it living, concrete embodiment.

Instructors and Staff

A much different type of leadership is that of the counselors giving definite instruction in the various campcraft activities. The influence and authority of an instructor develops largely out of his ability to do a certain thing surpassingly well. His skill gives him prestige and it is important that he be suitable as a model and ideal for the boys who admire him. The evidence clearly indicates that an instructor is much copied in his particular activity and it is also plain that his personality and character are reflected in the campers.

The boys are all trying to ride like S. (the riding instructor) rides. They are trying to paddle a canoe like B. (the canoeing instructor). They want to be good sailors and handle a boat like M. They all imitate their instructors. (Incubator)

Some of the boys have been trying to throw a canoe like B. after having seen him showing some counselors how to do it. (Intermediate)

They imitate H. and G. in their theatrical capacity very frequently. The last week they have several times pretended they are F. (the swimming instructor) while in the water. (Bantam)

Furthermore, men on the staff who are not thought of as being in direct contact with the boys may come to possess great prestige through their activity and ability. Carpenters who are old woodsmen, a cook with a reputation, or any other may be lifted to a place of leadership in the camp social order quite beyond his theoretical position. Such men as these are factors in controlling the group.

P. is widely known for his pies and one of the first things that visiting parents learn from their boys in camp concerns this. "These are the best pies in the world" was a comment by one of the younger boys. P. is known by everyone, has been with the camp from its beginning, and is a very important figure in the camp. His influence is most strongly felt by counselors and counselors-in-training.

Sectional directors and other supervisors, as the director of program, possess prestige based on various factors. Their position in the camp gives them a certain authority. They are members of the cabinet; they have an obvious authority in relation to counselors and to boys. The camp director, deliberately or otherwise, enhances their prestige by constant references to them and their achievements. They may be held up as models for boys to emulate in particular things. If they are camp products they may be glorified as representative of the camp ideal. Their academic or vocational status or promise may be played up. Basic to the prestige involved in this position and the camp director's glorification are their own personal abilities and qualities. The rôle of the leaders in supervisory positions in defining and symbolizing the camp ideal and traditions probably ranks next to the camp director's in importance.

THE COUNSELOR

The counselor of the group is still another type of leader. He attains his position to some extent from skills and from the fact that he is formally placed in authority, but it is primarily due to rather intimate relations and face-to-face contacts with the boys. He becomes a member of the primary group and leads because of his age, experience and personal qualities. The most striking evidence of the fact that the good counselor is really a member of the primary group is the use of language in the reports. In nearly all the material cited here, it will be noticed that counselors unconsciously say "we" and "our" in reference to the tent group. There is, as might be expected, a correlation between this use of cooperative language and the strength of the counselor.

The leadership of the counselor lies in two fields; in activity where he sets the example and encourages by doing; and in the defining of desires and the formation of group attitudes through discussion and personal contacts. A good swimmer, horseman, or canoeist can easily produce like abilities in the boys who are in direct contact with him. He can create the desire and at the same time instruct. If he falls in line with camp activities his group will also do so. If he lacks interest in certain activities the members of his group are less likely to be enthusiastic participants in that activity. His personal example will be reflected in the actions of the boys.

I have noticed the boys watching me at meals and then quietly changing their posture or their handling of the cutlery so as to use it as I was doing. (Bantam)

I have noticed lately many of them aping my talk and I frequently hear "All right gang, let's go." This is probably my most used expression. (Intermediate)

I used to attend the campcraft classes to get the boys to come and to realize how important it is. I got the Award of Merit (in lifesaving) trying to encourage them . . . following which three boys also got it. (Senior)

Some of the fellows will take the morning dip because of the counselor's lead. (Senior)

In swimming, all my tent, except one, have been copying my stroke and have stuck to it and now are getting real results. They are all trying to copy the cheerfulness of G. (a sectional director). (Tadpole)

There is a similar influence which operates to form group attitudes. The ideas, prejudices and desires of the counselor who really is a member of the group will inevitably appear in the boys. The more subtle influence of emotional rapport or discord between counselor and boys is difficult to observe. As evidence of the range and possibilities of such control through leadership, these reports on tent discussion are included. It must be remembered that discussion is only a more formal aspect of this phase of the counselor's influence.

At night there is very little discussion, but after reading a chapter of a book, we have talks on how they can improve themselves by joining in camp program and by sharing with and helping the other fellows. After these talks I noticed less crabbing and squabbling in the tent. (Junior)

One of the boys started a discussion and it gradually developed to include a discussion of how they could get the most out of camp. Various things were talked over, and next morning when I got over to the tent every boy was up . . . helping to get the tent cleaned up before breakfast. (Intermediate)

A discussion with the Incubators is really more of a "meeting" than anything. During the meetings I can coax some worthwhile suggestions from them, especially from E. We have most of our discussions at night but often at rest hour. They are a great aid to behavior. We discuss activites, group projects and behavior. Whenever I see a slack in the "group spirit" I hold a meeting and find out the trouble. The boys help to figure out a remedy. (Incubator)

In defining the relations of the counselor with the tent group, one of the most important things is the place of authority. In the true primary group a formal, autocratic authority cannot be said to exist inasmuch as the leader merely translates existing desires into action. Only when the relations between counselor and boys becomes formal is it necessary for the former to exert control despotically. Even in the most desirable camp situation, however, a certain amount of formalism will appear in some exigencies. There will be occasions when it is necessary for commands to be given and much depends upon the nature of these. It is possible to give every order positively, in the form of a suggestion, outlawing the word "don't," and to turn what might have been formal and autocratic into an informal relationship. Everything which tends to break down formal relations between counselor and boys is valuable. Counselors are urged to become skilful in the use of "the four principles for creating desire."

1. Positive Suggestion. The art of hinting at a desired course of action, thus making a direct command unnecessary. The elimination of negatives, prohibitions, "don'ts."

2. Cooperation. Comradeship between the leader and the camper.
3. Faith. A compelling expectation that the boy will do his best.
4. Recognition or commendation. Approval of the activity which should be practiced.

Here, the regular meetings of counselors have a place, both to instruct in technique and to create morale. When the counselors become conscious of a common purpose, of common problems, and feel that they form a definite group in the organization of the camp, with a significant part in an undertaking which has been going on for years, morale arises.[1]

The Tent Group Boy Leader

There is another kind of leadership which is not so widely recognized and rarely utilized in the camp to its full extent. While the staff is formally placed in a position to lead, it is at the same time inevitable that informal leaders will arise among the boys in each tent group. Such a leader has great influence, as shown in the counselors' reports, and if they and the camp directors understand something of the mechanisms and principles involved, a great many behavior problems can be solved through him.

The informal or real group leader, as distinguished from an elected representative, gains his position in diverse ways. The materials indicate that age, experience, knowledge, physique, cleverness, daring and ability in specific activities, are the factors which produce and maintain the leader. Any one of these may suffice to give a boy the position. If he can give the others a good time, entertain them, thrill them, instruct them, or surpass them, he will become their leader. An important, if not the most important, part of his rôle is to satisfy the desires of his companions.

M. is quite a boaster. He lets the boys believe that he is far better than he is. He tells them of things he does and has done.

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[1] Cf. the discussion on leadership morale in Chapter XII.

The boys are too young to see through the lies and so believe him. They have a sort of hero worship for him. He thinks up many projects which he carries through as leader. M. rigged up the dinghy for the tent and the others have to get his permission before they can use it. He has passed more tests than the rest and so can do more around camp than they can, riding, canoeing, sailing, etc. (Incubator)

To a large extent they acted on the suggestion of B. who never became tyrannical but because of his athletic prowess and all-around development was usually a step ahead of them in ideas and achievement. It was he who got some of them to go down the chute standing up. J., who did not follow in such enterprises, was greatly encouraged by B. in learning to dive and go down the chute. B. is a real diplomat and has a way of getting pies from Pete (the camp cook) and this adds to his popularity. (Intermediate)

B. is admired because of his boxing ability, and his bull-dozing ways tend to make the boys leary of him. His ability to play the fool and the use of a funny comeback is effective. (Junior)

He gets the boys to follow him by his everlasting "pep" and interest in things in the general camp life. The other day he decided to get as many bars as he could and before very long the rest of the boys, in twos or threes, were trying to get their bar work finished also. Another way he is popular is by a peculiar throaty sound he is able to make which certainly goes over with the boys. (Tadpole)

During the first three days of camp J. was the recognized leader. He was the only old camper and thus knew more of camp, and also used a great deal of bluffing, boasting and loud talk to make himself the leader. (Tadpole)

This type of leadership may take several forms. There may be a dual leadership in which one boy operates in one field and the other in another, without conflicting.

In our cabin there are really two leaders, P. and J. but the latter exercises the most influence over the fellows. He takes the lead in the more active things, such as games, etc. P. is a leader because he has a likable disposition and is generally willing to help the other fellow. He can cooperate quite well. J. is leader because of his high spirits and his manner of quick decision; also because he was a camper last year. He gives an exciting time. For example, he led the boys in a little attack for fun on the counselors after supper one night. Everyone was quite pleased and they turned next evening to J. to supply some fun. P. is the leader in serious things. One day he told the fellows he was going to build a lean-to and they followed him and built a good little shelter. On the canoe trip he built a lean-to, assisted by the others. He figured out how it was to be done and they did as he told them. (Incubator)

W. is the real leader of the group. Although he seldom expresses his opinions, when he does the boys usually take his advice. D. is the leader when it comes to mischief. (Incubator)

There are cases in which a group of six was split into two or even three sections, formed about leaders. In the following instance a group evolved from three parts into a single body during the course of the summer.

At the beginning of the summer there were three distinct groups of two in the tent. This slowly broke and changed into two groups of three. The first month passed and one camper was moved and we accepted into our group a boy from another tent. This marked the beginning of our tent unity and tent spirit. One old camper assumed the leadership in the first few days. Then B. rebelled at his overbearing manner and refused to obey him. B. had a magnetic personality and was a keen athlete. He drew two other fellows to him to form one group while the remaining two joined with the original leader. There was no quarrelling but when the tent group went out on hikes with me the two groups would be separated. This slowly faded as J. (one of those who had followed the first leader) began to show himself to be a real chap. He is the oldest, was quiet and unassuming, yet was a friend of everyone. This was clearly shown when the fellows were choosing partners to sleep with in the Indian tepee. J. was in demand by everybody and did not know whom to go with. Then he did what placed him at the head of the group.

He said "I'll toss up among you five and see who I go with." P. won and has been J's. first lieutenant ever since. J. was elected sagamore twice in succession. (In this group the rule about rotating the office to give all a chance did not operate.) (Tadpole)

When the several leaders gain their position through ability in different spheres of activity, the tent group remains a unit. When two or three boys vie with each other for the place, the tent group is likely to split and conflict results unfavorably.

The leadership of my group is equally divided between three boys. J. is a leader because he has a very pleasing personality and is always ready to help the other fellows. One of his most prominent characteristics is his strength of will. He is the most popular boy. B. is a leader because of his ability to organize things, to tell stories, and because he is athletically inclined. S. is a "rah rah" type of fellow who tries to lord it over the other fellows and make them uncomfortable. He is the oldest and is inclined to be bossy, gaining his recognition through bullying weaker fellows in the section. The result is that the three leaders are continually clashing with one another. (Bantam)

A strong individual in a group wields tremendous influence. If he likes a thing, the rest will probably like it also. If he takes a dislike, it will appear in the others.

For some unknown reason everyone had assumed a great dislike for riding. I believe it started sometime in July. G., whom all the tent worship, went riding one day and did not enjoy himself. Upon returning he said he hated riding. I believe it was because the horse bucked or kicked at other horses and he was at heart afraid. He is looked up to so much by the group that whatever he does is followed. Immediately everyone acquired a great distaste for riding. Consequently everyone avoided riding periods and they were wasting their time mainly doing nothing.

Finally one morning I decided the best thing to do was to get as many as possible to go riding and to go along myself and see that they really enjoyed themselves. G. and two others would ride. The rest refused flatly. R. even burst into tears at the thought of being forced to go. I figured the best thing to do was to make the ride as interesting as possible for G. and the other two. This I did, telling each quietly yet in front of other riders how well he rode and managed his horse. It did wonders and gained the desired result, each thinking that he had accomplished a lot and very pleased with himself after the ride. . . . They returned to the tent most enthusiastic and it was more than contagious. The next riding period, instead of three going, the whole tent went and I with them. . . . Instead of none in the tent riding, there are now seven very keen little horsemen, all most pleased with themselves and crazy about riding. Today we all went on an all day trip with the horses and had a glorious time. (Tadpole)

The sectional and camp councils represent an attempt to make use of the tent group leader, but several factors operate to limit their success. Because the office of the tent representative (sagamore) was not sufficiently surrounded with elements endowing it with special prestige and importance and because a new sagamore was elected every ten days, it happened that the actual and natural leader of the group was only occasionally in office.

As evidence that the position did not have sufficient prestige and importance are the reports which say that the real leader was never sagamore. In many cases the bases of the election were superficial.

B. was the real leader of our tent. Strangely enough he was never sagamore but on the third day of camp he was instrumental in having his chum, the smallest boy in the tent, elected. He still remained the real leader and the sagamore was his spokesman. Later sagamores assumed the authority of their position but were not leaders in the real sense. (Intermediate)

So far J. hasn't been sagamore but he has been leader really, in conjunction with P. The sagamore of this cabin never uses his authority because he has very little of it. (Incubator)

A regulation which gave every boy an opportunity to be a sagamore by automatically disqualifying those who had been in office before, operated to make the office of still less importance inasmuch as the representative was therefore usually far from being a leader. The real head of the group could hold the position only once if the rule was enforced. While the intention was educational, there is a serious question as to the possibility of making a leader, even temporarily, out of one not actually qualified. Certainly the influence of the councils was weakened. It may be true that the experience is beneficial to the individual, but it is so at the expense of the effectiveness of the council. When the boy elected is not a leader the office frequently means little or nothing as these reports demonstrate.

The sagamore of the cabin hasn't very much influence around the place. It seems that he is a figure-head. When P. (a leader) was sagamore he had some influence but on the whole the sagamore is nothing in leadership. (Incubator)

The sagamore is not a leader in any sense of the word. (Intermediate)

The sagamore is certainly not a leader for initiative. He is a "bed warmer" in the morning and a "night hawk." (Senior)

The last sagamore was in no sense a leader, he was elected because the tent wished to show the Ahmek spirit. (Intermediate)

The real possibilities of the sagamore and the council as a means of control lie in enhancing the importance of the office and the vitality of the council. If the sagamore had a wide and important field of activity; if prestige were built up by various recognitions and a certain amount of tradition and ceremony in connection with the office; if in some way the position could be made highly desirable; then the real leader of the group would inevitably hold the place unless disqualified by some regulation. A council consisting of the actual leaders would be an effective means of control in the camp. An alternative to this would be the building of such attitudes toward the function of the councils in all the campers that even when the council members were not the real leaders their positions and functions would be taken seriously.[1]

OTHER MECHANISMS OF CONTROL

While leadership is one aspect of control which is relatively apparent in its operation and somewhat easily subject to modification, there are a number of other factors equally important. These are camp wide in extent but are approached here from the standpoint of the tent group, which is considered as being fundamentally a primary group. There are instances where it is not, but these are few. The relations of its members are face-to-face and rather intimate, with unity appearing as the result of living and working together. In most cases the counselor is as much a member of the group as any one of the boys, although in certain instances the extent of the intimacy ranges by degrees to the other extreme in which the relations are merely formal. Some of these groups exist in harmony with no formally defined code of behavior, yet there is a progression to groups which set up elaborate systems of rules for themselves. It appears that rules sometimes indicate group unity; sometimes are the mark of disintegration; and sometimes are quite superficial.

Superimposed upon this primary group, is the whole camp with its traditions, ceremonies, and regulations. It is a large community made up of many tents, with more complex organization, wider interests, and more formal relationships. While the numerous primary groups do not come into conflict with one another; while members of one know those of many others; while there is a general camp spirit; there is nevertheless a difference between the relations of a boy with his tentmates and with boys in other tents. It will be helpful therefore to call the intergroup relations "secondary." With this as a preliminary survey of the situation, the analysis of the social process will be largely in terms of the primary tent group.

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[1] This analysis reveals a pertinent educational problem: would it be better to sacrifice the rotating office principle for the sake of a more effective council?

Ordinarily there is a period of adjustment during the first week of the camp period. The changed environment results in complete upheaval of some of the standards and habits of life at home and produces a state by no means in accord with the established standards of the camp. Boys who have been in bed at seven-thirty every night for a year the first few nights in camp may want to lie awake talking for some time. Individuals frequently take on quite artificial appearances for the first day. Boys who are ordinarily mischievous put on saintly airs for a time, while some who are usually quiet turn rowdy. The boaster and the bully hold a temporary position of leadership until their true qualities are discovered.

M. is quite a boaster and in the first election was sagamore. (Incubator)

For the first two days B. appeared to be the best boy in the tent. He was the most ready to help, very quiet, demure and apparently somewhat retiring. In a week this had all changed. He was the most mischievous, the most daring and created most of the trouble. The same thing occurred sometime later when he was changed to another tent. (Junior)

This period, in which there is a redefinition of a great many values, or attitudes, is of tremendous importance. The group which sees an opportunity to continue the excesses may be unruly for two months. The success of the camp depends upon the manner and the speed with which the controls of the new situation are applied. Customs, traditions, symbols, ceremonials and rules must be brought out and put into operation. It is a process of fitting the boys into a new order and of making them feel it to be a real thing with a history and a future; a process of insuring the continuity of the social organization of the camp. The old camper here appears as an invaluable aid. More than formal speeches and reminiscing, the presence of boys who have been in the camp previously makes possible the continuation of camp ceremonies and customs and institutions.

Morale in the Tent Group

More specifically, there is a tent group which is formed as "naturally" as possible when the camp opens. In this group *esprit de corps,* later morale, develops. City friends or acquaintances formed on the train hold together and make a nucleus for a tent; morale develops out of membership in the informal primary group consisting of five or six boys and a counselor. The group in some cases attains a rather primitive unity. Cooperation, common interests and common problems are the phases of interstimulation involved. The materials which follow demonstrate to some extent how morale makes its appearance; that it may grow quite naturally out of simple face-to-face relations; that it may require some sudden conflict or intense competition to crystallize it; that it may appear in operation in the first week or may not be felt until the last;[1] that a canoe trip, a swimming meet, or simply the task of cleaning up the tent properties may give rise to it.

The tent spirit arose through one boy who, at the first Council Ring, was very enthusiastic and kept saying, "Come on fellows, let's get into this." (Intermediate)

It appeared after the boys had been acquainted for about a week. One morning at dip a boy from another tent tried to shove F. into the water. The rest of the tent backed him up and refused to let him be thrown in. (Bantam)

The spirit of the tent showed itself to advantage during our bay clean-up and dock-building when all suggestions and work came from the boys. More than once my suggestions were overruled. (Intermediate)

The development of the "tent spirit" in my cabin was largely due to canoe trips and morning clean-up. Especially in the clean-up the fellows work together exceptionally well. (Incubator)

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[1] The following statements are arranged in this order of sequence.

The tent spirit was very slow to develop because the boys were separated by living in two tents. It first showed itself at the Junior athletic meet late in July when the whole tent turned on T. for his lack of spirit in preferring to go sailing. (Junior)

Our tent spirit began to be a really marked thing at the beginning of the second month. We knew we were to have the greatest, or supposedly greatest, baby of the camp thrust upon us and the fellows determined to band themselves together and help make him a real camper. The new fellow helped us in every way possible and now we are more of a happy family than ever. They pull well together and their cooperative and helpful spirit was a great aid in getting B. to swim his twenty-five yards. (Tadpole)

Our tent spirit rose out of the riding trip as it was the only well represented project of the month. Now they are much more efficient in tent clean-up. . . . (Senior)

The tent spirit is not apparent in the group except during some "fight" or tussle with another group. (Tadpole)

The tent spirit developed through being in competition with other tents. This was first shown in the regattas and the track meet. (Junior)

Our tent spirit first manifested itself at the tests last Saturday, (the last week of camp). The tent began to see itself as a group in competition with other groups. We had a "weak sister" who was just beginning to dive and everyone in the tent became interested in his progress. The athletic meet helped to further the tent spirit. In the singing everyone in the tent sits together. At first the counselor had to collect the group but now they will ride any outsider until he moves from our bench. They seem to gather on the bench naturally. Last Monday night B. and J. were boxing and the tent turned out as a group and sat as a group. (Junior)

Such close cooperation tends to produce a consensus of habits and in some degree of personality in the tent group.

Prejudices toward individuals, races, religions, or anything else, having entered into the group through one member may easily be taken over by the rest unless there is some effort to counteract them. Attitudes and mannerisms may be taken over also and they serve to strengthen the morale.

When the tent spirit does not appear under the ordinary influences which produce it in other groups, there is some definite preventative factor involved. A split in the group through conflicting leadership or interests will suffice. Or, a boy who violates the code of the group, or who will not cooperate, can prevent the development of morale. These things, however, usually can be adjusted when the forces behind are understood.

The tent spirit, prior to a few days ago, was retarded by J. They acted as if there was a thorn in their side but since this thorn has been removed the improvement is wonderful. They cooperate much better, not so much in sport as in tent cleanliness. They have developed in this respect a noticeable feeling of *esprit de corps*—a feeling that was almost lacking before. (Senior)

It became a matter of pride among the boys that no one missed the morning dip until one day J. showed an absolute indifference to the pleadings of the others and absolutely refused to go in. They were all for throwing him in when I intervened but as I could not get him to go in their record was broken and some of the others, not feeling the same incentive, missed the dip on several occasions. Since J. left no one has missed a morning. In other group projects J's. disinterest had a similar effect. (Intermediate)

Tent Group Opinion

There arises through these primary relations a group opinion which operates widely as a factor in control. Social psychologists have pointed out that in a close-knit group the slightest gestures or changes in facial expression on the part of a member will serve to indicate attitudes and opinions which are capable of controlling the rest. The tent group is usually sufficiently unified to permit similar controls and there are many examples to demonstrate the importance of group opinion in determining the activities of individual members. Nearly everything which a boy does while in camp might be shown to be done with reference to the attitudes of the tent group, or some outstanding person.

When D. wasn't keen about entering the regatta, immediately the others jumped on him—saying he was a quitter and letting the tent down, etc. With pressure brought to bear on him he entered the first regatta and from then on entered on his own accord, trying his best to win points for the tent. (Junior)

M. one afternoon tried to swim his twenty-five yards but got about twenty and had to stop. He tried again five more times because we told him we were disappointed and because one or two of the boys razzed him. (Incubator)

The other day one boy made a grab at a piece of bread at table. He was immediately reprimanded by his tentmates. (Senior)

G. started out on our canoe trip with the idea that he was not going to do any more work than he had to. This was very noticeable to myself and to the rest of the crowd who gave him a "merry ride." On the portage G. took only his own pack; while paddling he stopped for about five strokes out of every twenty, and on the camp site he did not see anything to do unless he was told or compelled to do it. About the second day out I was sure that before long the "riding" would come to a climax and it did the next day when, in some way I did not notice, one of the other fellows threw cocoa in his face. He replied by using no uncertain language toward his antagonist, who promptly threw him into the lake, much to his disgust. The effect was that G. cried and then went down to the other end of the island and sulked. In about ten or fifteen minutes I went and talked to him and he promised to work harder and get along better with the others. I then explained to the rest what had been done and they agreed to cooperate with G. The result was that his paddling became steadier and before long he was priding himself in carrying over all the rest of the portages without a stop. (Intermediate)

Group opinion can be used as an instrument of control to secure desired ends if the counselor is capable, and it is rather easily handled.

When W. swam three hundred yards the boys decided, on a suggestion from the counselor, that it would be great if all the other fellows in the cabin could swim three hundred yards. So far three have done this. (Incubator)

The expression of such attitudes and opinions in the group may often take the form of ridicule.

We got D. to promise to go and try his riding test by means of a tent discussion. When R. was in the cabin things came to a head concerning his relations with the others. As he was afraid of water, of horses and of dinghys, the boys started to call him "Baby." That was his name for a day. As a result he seemed to show a liking for the water. He began to learn to swim then. . . . (Incubator)

One boy, who was sagamore, wanted to go riding instead of cleaning up the tent. The group said "You're a fine sagamore, going away without helping to clean up the tent," and he stayed. (Bantam)

On our last canoe trip B. did something . . . I would never have expected. . . . G. at times pretends that he is "tight" and acts rather foolish. Just to show him how foolish he looked, B., after one of these little shows, acted the same way and I have never noticed G. trying his little act since. (Intermediate)

In order that ridicule be effective, however, it is necessary that the boy be truly a member of the group. The relations must be primary. When they are not, ridicule produces a reverse result and further estrangement.

The tent group spirit seems to vary directly with the strength of the counselor. Sometimes, however, a counselor achieves a strongly unified group around a very narrow set of interests. The few instances in which the tent spirit is more important than the "camp spirit" to the group are found among the younger boys.

CODES AND REGULATIONS AS CONTROL

In the primary group ceremonies and rituals would be too formal and therefore do not appear. The strongest groups have a primitive unity and they get along with almost no recourse to the formalities of rules. There is a marked tendency in the materials to support this belief. Most groups have but one or two rules, decided upon by the members and enforced by them, but there is a progression from such an informal organization to the group which sets up a complex code.

The only law or regulation I know of is that for cleaning up. One boy does the cleaning each day and if he misses, the next time it comes to him he does it twice. This was all worked out by the boys themselves, my only part being to give my consent. It has only been broken by two of the group . . . who received the stated punishment, one unwillingly and the other very willingly and without question. (Bantam)

They have tried out several regulations for their own good but only one outstanding regulation remains. This was the compulsory part of the soap bath. If any chap missed his inspection he was considered a "rotter" and was shunned for the day. This was entirely their own arrangement and was put forth I believe to put an end to J's. forgetting his soap bath. (Tadpole)

It seems to be a general agreement that every boy in our tent goes in for a morning dip and anyone who doesn't is thrown in. The boys formed this agreement themselves and so far . . . every fellow goes in. (Senior)

As far as I know they have only two regulations. The boys must all go down the chute and off the ten-foot board. This is absolutely their own idea. (Junior)

There were only two recognized group regulations. These were both suggested by the boys and imposed upon themselves.

One was that anyone who was late for a meal was deprived of whatever part of it I cared to suggest. One morning B. missed his cereal. The next time he was late he stayed away altogether but he wasn't late again. The other regulation was that anyone who started to eat before the others would not be allowed seconds. Both of these rules were dropped after a couple of weeks and it was never found necessary to re-enact them. (Intermediate)

The group has some regulations: Anyone late for dinner without some reasonable excuse must do without dessert: Last in bed at night has to pick up the papers around the cabin and sweep the verandah. The boys take turns sweeping the cabin and serving at breakfast. The boys formed the last two and the boys and I together made an agreement to the first. I have never known of a case when they have been violated. (Incubator)

The group as a whole has several laws, all of them being formulated by the boys. These are adhered to very strictly and offenders are punished by the group. (1) No boy shall call the other names either in fun or in anger except those nicknames decided on by the groups. (2) No boy shall shirk his tent responsibility except in case of sickness. (3) No boy shall speak to his counselor or any of the other camp officials disrespectfully. (4) No boy shall break camp regulations or go any place other than his classes without first asking permission of his counselor.

The various punishments meted out for breaking these rules are decided on by the boys themselves and include those of being put through the "paddling machine" by the boys, loss of dessert, or loss of swimming or sailing priviliges. In one case A. went fishing without notifying anyone and then called the boys names when told of it. He was "paddled" by the boys and given a little lecture by his tentmates. This seemed to affect him more than what a camp official or counselor would say to him, and he has since then been very faithful in sticking to rules. (Bantam)

While certain of the groups with the most elaborate codes are correspondingly weak in morale, there are some striking exceptions among them. It will be noticed, however, that many of the codes above can hardly be called laws or even rules. They appear to be agreements formed by the group, in some cases testing the nerve and ability of the members. Also, in all probability, some of these codes should be considered as superficial forms appropriated from school and similar situations. It is very likely that there was a primary group relationship in spite of the regulations in many of the tents possessing detailed "laws." The following case indicates this clearly.

> J. continually violates these rules. The usual procedure is as follows: the tent rules he may have no dessert; then in a fit of Ahmek spirit they forgive him "this time." (Bantam)

As a general statement, it can be said that where the rules were self-imposed and self-enforced, the primary nature of the tent group remains intact; that this is lost only when the regulations come from the outside. While it may be futile for some higher or external authority to force rules upon the boys, it is possible, through the council and the counselor, to get them to formulate and enforce for themselves all the regulations necessary.

Symbols as Control

Central among collective representations[1] is language. The name of the camp spirit is itself a symbol, used by boys and counselors. The unity of the tent group is expressed in a name, signs bearing it posted about the tent properties, and yells. While there is no certain relation between name and morale, it can be said generally that strong group spirit will involve nomenclature which in turn aids in maintaining the morale; that a weak group will not have a name. The mere act of imposing a name upon a group, however, will not necessarily produce the group feeling.

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[1] *Réprésentations collectives* is the term used by the French sociologists for the symbol of a group attitude; Cf. Young, K. *Source Book for Social Psychology,* p. 432.

The materials which follow are divided, the first having reference to groups with strong morale and the second to those in which it was weak.

I.

The group has a name, "Iroquois," and a painted sign. This was wholly the boys' idea. (Incubator)

The group has a name and a sign and at present they are working out a secret code for communication. (Junior)

The tent has a name and a yell. When they get hold of a project as a group they want to carry it out and let classes go to pot. (Tadpole)

The group is called the "Ojibways" and they have three different yells, two of which were made up by the members. We have two painted signs, one naming our little bay beside the tent and the other posted in front of the tent. (Intermediate)

At the beginning of the season the group decided on a name "Siwash" and painted a sign which has since been destroyed. They also organized themselves into a small camp within a camp, with their officer of the day and various officials with their respective duties. (Bantam)

The group has had a name ever since the first day when they found a shield with the "Chippewas" on it on entering the cabin. Later they made up a yell for the tent and the last thing they did was to have a sign for the doorway. (Bantam)

II.

The fellows haven't any name for their group now. At the first of the season they had a large board with a name painted on it nailed up in front of the cabin but it has disappeared. (Incubator)

The group has shown no interest at all in signs, name, or yell. There is no real influence in the tent. They sometimes show some at clean-up time and make a good job of it but it is almost impossible to get them to take an interest in camp activities as a group. (Tadpole)

The group has a name, "Tuscaroras." It has no yell, no painted signs or other group signs. Probably it is because within the tent there are the two groups. (Junior)

The group has a name but has fallen down on other group projects such as sign painting, etc. This is partially my own fault but it is also due to the lack of cooperation among the group as a whole. This group has one discordant member. (Intermediate)

The boys all have nicknames, including myself, and everyone in the group must use these names on certain occasions. There is no penalty if this rule is broken . . . they formed and gave the names themselves. (Tadpole)

Esprit de Corps IN THE MAJOR GROUP

In most cases, however, the tent spirit is synonymous with the camp spirit and thought of as subordinate. The camp spirit is defined by the director in a formal fashion, by counselors less formally, and by the old campers quite informally. It consists partly of a friendly attitude toward others which is immediately sensed by visitors to the camp and newcomers among these on the staff.

The camp spirit probably should be regarded as a collective representation of the sense of approval and disapproval of the whole group, expressed in the phrase "Ahmek spirit." It constantly defines activity both of individuals and tent groups, and while the morale of the smaller group exists as a separate entity, it is not usually defined in the minds of the boys in the manner in which the camp spirit is defined. The latter is a symbol and is often appealed to as such by the boys.

B. showed Ahmek spirit the other morning in clean-up. We were all working on the cabin, sweeping it out and making the beds. J. had found a newspaper and threw it out on the floor. B. ran over, picked it up and said, "Don't throw paper on the floor J.; that's not the Ahmek Spirit." Then he deposited it in the waste-basket. . . . (Incubator)

The boys in my tent regard the Ahmek spirit as something sacred and if any boy falls down on his job at any time somebody will ask "Where's your Ahmek spirit?" (Bantam)

P. did not want to get up at rising bell and he said if he could see a reason he would. I asked M. (a counselor-in-training) who was sitting at our table to give some reasons. He said it is a lazy habit not to get up, etc., but with no effect. Then he mentioned that it was the Ahmek spirit, that every fellow did it. That seemed to impress P. where no other argument did, and he got up. (Junior)

On one or two occasions I have heard the boys say "That isn't the Ahmek spirit" when the tent clean-up or the sectional clean-up was lagging a little and it seemed to put the needed pep into them. (Intermediate)

When this control does not operate, there is something which calls for explanation. There is no instance of really strong conflict between any tent group and the camp as a whole. This is confined to individuals among the campers and, as preceding chapters on behavior problems demonstrate, consists largely of friction between the home environment and the camp situation. Occasionally there are instances in which the tent group "rebels" in a minor manner. It is fairly evident that in these cases certain desires of the group were not being adequately satisfied by the camp life. Most cases where the mechanisms of control break down are due to deficiencies in the social organization which the group can only remedy by acting in violation of the general code.

One night when there was boxing going on in the theatre, an entire tent group disappeared after refusing as a body to go to the scheduled program. They were found underneath the dining lodge which, being raised a few feet from the ground on supports, made an excellent retreat for them. They were a particularly lively group and, having built a lean-to or teepee for themselves, made use of this as a rendezvous.

The mechanisms of interaction which operate to produce the *esprit de corps* are suggestion and imitation. Behavior patterns are constantly suggested by the words and actions of counselors, directors, and old campers. There is a good deal of conscious imitation of outstanding figures and more that is unconscious and gradual. The counselors and other members of the staff are affected as much as the boys in this latter regard.

A sectional director, having become exceedingly popular because of his interest in dramatics and his story-telling ability, is imitated throughout two sections, as well as in many other parts of the camp because of his French-Canadian expressions. Counselors, counselors-in-training, and campers take over words and phrases until it becomes general throughout.

While this *esprit de corps* usually makes itself felt as a sanctioning and controlling opinion, there is always the possibility that situations in which the entire group is together under a single stimulus may result in such a way as to change it from an audience practically into a mob. This state, entailing extreme suggestibility, makes it into a potentially dangerous body. That it does not appear often may be attributed to the rather formal relations between the different age groups when they are together, to the control of the counselor over each unit, and to such a divergence of interests among the boys as to make it rare for the attention of all to center long upon any single thing.

Collective Activities as Control

The secondary relations, those between groups, exist almost entirely in terms of collective activities. Ceremonies, group singing, dramatic and theatrical performances, the Sunday chapel, the daily musical program in the dining lodge, the camp paper, the "circus," the regattas, an historical pageant, the closing "banquet," and everything else that brings the camp together in common activity, serve to build and add to the *esprit de corps* of the larger group. All of these activities bring the members of the more complex group into some sort of contact with each other, making a few persons known to all and creating some points of familiarity between the oldest and the youngest. Probably no single activity contributes more to the camp sense of unity than the weekly Council Ring, a feature for which the camp is widely noted.[1]

Songs may be regarded as collective representations of a particular sort in that they are at one time suggestive symbols of group attitudes and a means of establishing *esprit de corps* through the act of singing as a body. The ideas embodied in the songs are the finest kind of suggestion and the fact that they are experienced collectively produces an illusion of universality which, while not likely to be conscious, nevertheless becomes firmly fixed in the behavior patterns of the boys. It is significant that the songs most sung at home, according to reports from the parents, are those which originated in the camp.

I'm lonesome for camp on Lake Canoe,
I long to be there once more.
I long to be there, where life is so fair,
Back on old Lake Canoe shore.
Ahmek, I'm dreaming of you.
Ahmek, your boys dare and do;
Gem of the lakes, you are beautiful too,
Ahmek, I'm dreaming of you.

Camp Ahmek, that northland summer home we love,
Canoe Lake, your wooded shore, blue sky above,
There's sport and good friendship,
And everything that makes life worth while,
Where everyone gives you
A glad hand and a welcoming smile.
Camp Ahmek, when day is done and campfires glow,
'Tis there that our truest friendships grow;
And all the year when we are scattered far and near,
We'll dream of our Camp Ahmek home.

The limits of space forbid the analysis of the numerous other collective activities which contribute to the sense of corporate unity. Everything which the members of the community do together, especially those activities where symbols or persons bring to a focus the attention, attitudes, or interests of the members of the group, is likely to be effective in building up the mechanisms of control. The participation of all members of the camp in the building of a swimming dock or a pirate ship; the cooperative effort involved in putting on an exhibition or an historical pageant in which each tent group or section has a distinctive responsibility; listening at chapel to an interpretation of the "Ahmek way of life"; singing "grace" at meals; laughing together at a minstrel show, mock trial, or the "War Whoop";[1] cheering between rounds at a boxing tournament; listening to the orchestra play jazz or "Danny Boy"; these are but a few of the multitudinous activities which help to develop *esprit de corps* in the camp.

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[1] See description in Chapter IV, pp. 72-75.

SOURCES OF CONTINUITY IN THE SOCIAL PROCESS

To finish the survey of controls in the camp those things which make for continuity in the camp's history and group life should be enumerated. The central elements here, obviously, are the camp directors, old counselors and campers, who return year after year. This line of continuity is greatly augmented by a system which encourages a camper to become a counselor. Each year, an increasing number of the counselors are former campers. Over fifty per cent of the boys each year have been in the camp before. They take "sophomoric" pride in being "old campers" and are eager historians and interpreters of Ahmek's past and future.

Songs, ceremonies, group names, and all of the things which are continued from one season to the next, help to bridge the gap of months and the difference in the membership of the camp. Stories concerning the origin of the camp; narratives of its past achievements and activities; explanations of Indian blankets which hang in the dining lodge depicting events in the history of the camp; interpretation of the "totems" of the distinguished men who have visited the camp like Ernest Thompson Seton and Jack Miner, or of Ahmek's own conspicuous leaders; all of these and many similar devices are important means of transmitting traditions, vivifying memories, and introducing new members of the camp community to the history, ideals and customs of the camp. New members get an impression at once that they are entering into a social process which has both a history and a future.

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[1] The Camp Paper.

One of the most effective devices for transmitting tradition and camp spirit, if carefully worked out, is the "opening and closing ceremonies" held by each section of the camp. This ceremony does two things if it is effective. It brings to all of the campers at the very beginning of the camp the traditions and ideals of the camp as represented in the former campers themselves. It gives the newcomers some sense of the opinions and attitudes of the previous year's campers at the end of the season. Much time in the transmission of ideals and traditions is thus saved.

This ceremony also helps to give some continuity to the tent group which is likely to be largely, if not completely, changed in its personnel. A group receives a name, a yell and a tradition which it usually accepts as its own.

When a group returns to camp and retains its old membership and counselor you have a very different situation. Judging from the first case below, collective representations assume much great importance, morale is stronger and the group acts as a unit more readily, and the influence of the counselor is greater when the continuity of the group is felt by the members. The second case illustrates in rather a striking way how a group "name" tends to define the actions of its members even when none of them have belonged to that group previously.

The Hoopas are a tribe with a tradition to maintain and several old members to maintain it. There was discussion among the boys and with the counselor about the group in the past and its possibilities in the future. The group spirit is manifest in any situation where there is a hint of competition with other tents. The group has a name, and a name which is not only used continually but which is known and known favorably to the rest of the section and the camp. (Bantam)

The Owenokes, now not in existence, was a tribe which persisted for several years. The originals were a rip-roaring crew of senior campers, boisterous, capable and inseparable. The tradition, once started, continued and each succeeding group took over not only the name but the character of the preceding crowd. They formed the center for the whole senior section, provided the color and humor of the camp, and were known to everyone. In the final year of the tribe's existence, it fell to the lot of some rather respectable and ordinarily quiet fellows to uphold the tradition. Despite their tremendous handicap, being nowise suited for the rôle, they did their best, acting entirely under the stimulus of the name.

The events of the last week of camp possess a ceremonial element which tends to unify and bind the emotional attitudes of the campers around the idea of the worth of the camp. There is the closing Council Ring on Saturday night with features that bring a fitting climax to the previous council ring programs; Sunday night, the ceremonial of "burying the treasure" takes place; on Monday night the final boxing tournament is held; the minstrel show may be given on Tuesday night, and the final banquet on Thursday night.

The closing event of camp takes the elaborate form of a final banquet. The dining hall is decorated with colored blankets and balsam boughs. Candles on the tables give it a special atmosphere and the food is particularly attractive. There are musical numbers and songs, stunts put on by the various sections, humorous speeches, toasts and other special features. The Chief speaks his final words to complete the ceremony and the camp period is officially over.

Furthermore, it is apparent that such traditions and customs which are utilized to provide continuity for the camp should be carefully selected. If undesirable incidents are recounted, the effect may be bad.

> One night in my absence a former counselor told the group about the "Midnight Regatta" and other doings of years ago. As a result of this, the next day, two of the boys upset every bed in the section. (Intermediate)

A selective process in determining what stories of previous years are told will operate in controlling the direction which the behavior of campers takes.

The memories and friendships of the camp life are kept alive throughout the year by such things as: reunions of campers; regular meetings of tent groups where enough members live in one community; correspondence between boys and between counselors and boys; the regular edition of the camp paper; the availability of movie films taken in the camp, and in many cases contact with "the Chief."

Our analysis has clearly indicated that from the primary tent group to the camp as a whole there are endless interactions and ramifications. Every person and every group within the total social process has some contact with many other persons and groups, thereby influencing and controlling. Any really adequate analysis of the social controls in the camp would need to take into account all of the multitudinous stimuli, patterns and pressures which operate both in the whole of society dominating in a subtle fashion individuals and groups, and in the more homogeneous, primary group which is the basic unit of the social life.

Summary of Results and Implications

A brief summary of the more important findings of this analysis and their implications for the educational task of the camp is in order before ending the chapter. Some of the items merit more lengthy consideration than they receive.

(1) It is clear that if the educative purpose of the camp is to be effective the "program" or curriculum must be

envisaged as the total process of action and interaction which constitutes the community life of the camp. If attention is centered upon program in the narrower sense the basic factors in conditioning behavior may be largely missed. This implies that character education is entirely a social process, and educational psychology alone, with its "laws of learning," is incapable of furnishing the necessary understanding of the social forces which are so influential in conditioning emotions and attitudes and in controlling behavior. Sociology and social psychology must contribute largely to a comprehension of this basal educative process and to its most fruitful direction. Psychology and sociology must team up more closely in the approach to education.

(2) Nothing is more important in the camp from the standpoint of behavior control than the tent group with its counselor. The primary tent or cabin group with its group pressures, leadership, opinion, approvals and disapprovals, is the basic unit of the social organization. The formation of these groups should be thoroughly studied if results in harmony with the camp's objectives are to be realized.

(3) Morale in the tent group is a decided factor in control and may be harnessed as a valuable educational asset. Morale should be engendered early in the season and preferably through cooperative undertakings and experiences. The value of competitive activities in producing morale must be balanced with their seemingly undesirable concomitants from an educational viewpoint.

(4) Similarly, the values to be gained by having every boy serve as a council member regardless of his leadership abilities must be studied in the light of the increased control the council could exert if composed of the real leaders.

(5) Many of the actual mechanisms of control run counter to the principles of the educational theory held. Punishment, especially by "paddling" and the "docking of food" are completely taboo, theoretically, yet it is one of the means of control employed by the boys themselves. Doubtless

they are following adult patterns, an interesting commentary on the methods of control of their elders.

(6) The "camp spirit" and symbols representing it may be built up so as to be effective in defining the behavior of the campers.

(7) The mechanisms which control behavior in the summer camp must be submitted to much more study before the most potent forces may be utilized as allies in the educational task of developing desirable attitudes and behavior in boys.

CHAPTER XIV

CURRENT TRENDS AND PROBLEMS IN THE CAMP MOVEMENT

"The young people's summer camp developments of recent years seem to me to count among the great new adventures in educational pioneering. In the early stages their objectives were tentative and varied. . . . Out of all these miscellaneous beginnings there is emerging, if an outsider can trust his observations, a new educational advance, very big and very rich in promise, even though as yet ill-defined and inchoate. In one sense it is a new type of education, but in another and perhaps more fundamental sense it is simply a great modification, made necessary by modern conditions, of the oldest education of which humans have had experience."—Snedden.

The last chapter begins as the first, with the assertion that the summer camp movement is in a significant stage of transition. The fact of transition has been evident throughout this manuscript. If a lack of consistency in educational theory or practice has been revealed throughout these chapters it may be due more to the shifts in thinking and procedure which have taken place in the years of growing experience than to the fact of a dual authorship. The transition at Ahmek is symptomatic, if not representative, of more widespread trends in the camp enterprise.

We have described the endeavor of one camp to utilize the principles and procedures of education, psychology and other social sciences in the pursuit of character outcomes in the lives of boys. On the background of this experience it seems fitting that we swiftly summarize, in closing, some of the more conspicuous trends and the more pertinent problems which seem to have implications for the wider camp movement. The extent to which these trends may be generalized could only be accurately discovered by a thorough survey of summer camps. Further, we do not have any basis for estimating how generally the problems we present are felt by camp directors. The formulation of both trends and problems represent the crystallization of our experience with one camp, supplemented by contacts, especially through literature, with the wider developments in the camping field. Though trends and problems are closely related we shall discuss them separately.

TRENDS IN THE SUMMER CAMP

The transition in the summer camp is characterized by numerous trends or tendencies. A number of these will be summarily reviewed, a few deserve further elaboration. The shift from a recreational to an educational conception of camping is a central tendency and a causative factor in the transformation in program methods and leadership personnel. Objectives are being envisaged and defined in terms of the development of social attitudes and behavior. Many camps doubtless profess educational and character aims and outcomes in order to secure the "caste" which comes from talking the prevailing "jargon" of the day, but have not seriously attempted to develop the practices calculated to achieve these results. A broad hiatus separates the professed purpose of the camp and the measures requisite for its fulfilment. With these camps we are not now concerned.

Objectives are being determined more realistically and precisely. Instruments for locating aims on the basis of specific needs and purposes of growing individuals are being employed. There is a growing recognition that clarity and specificity of aims give a focus and direction to leadership which enhance its effectiveness. The naive confidence in the inevitability of wholesome results from the camp experience is slowly evaporating. The new attitude is best displayed in the utilization of the most promising of the "scientific" procedures for the accomplishment of the educational task.

The growing kinship of the summer camp with the various fields which promise to be helpful allies, such as sociology, education, psychology and mental hygiene, is evidenced in many ways. Program building is guided by the best principles of curriculum construction. Both program and method are governed by the findings of educational psychology as to the conditions which promote the best learning. An endeavor is being made to discover and analyze the social factors in camping which are most influential in shaping attitudes and controlling behavior so that these basic forces may be harnessed for educational ends. The accredited principles of child psychology, mental hygiene and sociology are applied to the development of wholesome social behavior. Methods and standards in the selection, equipment and supervision of leadership are more in accord with those operating in other educational institutions. Techniques of various sorts are being employed in the effort to appraise more accurately the results of the summer camp in developing in boys and girls the desirable skills, attitudes, appreciations and habits. These are some of the more prominent trends discernible today in the summer camp movement. A few of these warrant further development.

The curriculum is being identified with the total series of activities and relationships which make up the boy's life in the camp community. The more formally organized activities are but phases of this social process, perhaps in their attitude shaping influence secondary to more basic situations and units of experience. The primary tent or cabin group with its counselor, with all their reactions, interactions and enterprises, apparently constitute the most powerful single behavior-controlling factor in the camp. Advances must be made in achieving and understanding these basic processes so that they may be brought under intelligent direction and thus made educational assets. A trend in curriculum building therefore which is in an incipient stage is the search for a sound sociological basis as a complement to educational psychology for the guidance of the learning-living process.

Another pronounced shift is from an adult-made and controlled series of activities called the program to a cooperatively developed series of experiences in which all members of the community share in their quest for a happy and worthful life. Numerous camps are seeking what they term democratic participation and government.[1] This tendency grows largely out of the assumption that intelligent, discriminating, capable self-directed citizens can best be developed by providing opportunities for boys and girls to have experiences where these abilities may be practiced and thereby improved. Many problems and difficulties have emerged as camps have sought to embody the principle of giving campers an opportunity commensurate with their ability to participate in the planning, deciding and doing of things which arise in their course of living in camp. While the mechanisms for cooperative living are not as fundamental as the constancy of a genuinely cooperative attitude in all the contacts of leaders with campers, they are essential instruments of an educational enterprise which seeks the largest development of persons.

Transformation in other program practices are too numerous for further description. Many of them are implicit throughout this volume and in the topics proposed for study and experimentation.

Perhaps there is no more promising trend, or suggestion of trend, than the one in the direction of a more thorough analysis, understanding and treatment of the social adjustment needs of the individual. Under the influence of movements of mental hygiene, personnel work in the schools and child guidance clinics, a few camps are inaugurating procedures which seek to foster the most wholesome emotional and social development of the boy or girl. We may expect an increasing number of camps to train their leaders more definitely for this task and to provide a personnel specially equipped to direct the social adjustment program. Where the camp does not warrant a specialist it will doubtless arrange for a psychiatrist, or specialist in behavior problems, to visit the camp in the rôle of a consultant, leaving the responsibility for the requisite remedial social measures to the camp. Many child guidance clinics are now operating on this consulting plan, making the diagnosis of the behavior difficulty of the child, but placing the responsibility for the manipulative social measures on the school, family, or other institution.[1] The establishment of a working relation between camps and child guidance clinics should rapidly increase. It is not the unusual or abnormal child only that demands intelligent leadership. "The everyday child" is entitled to a guidance regulated by the fairly well established principles of mental hygiene. The attitudes and habits of a person can most readily and most wisely be influenced when there is an understanding of how the individual "got that way."

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[1] See: *Christian Citizenship,* April, 1926; June, 1928; Perkins, Ruth, *Magic Casements; Religious Education,* June, 1925, pp. 187 ff.

PROBLEMS IN THE SUMMER CAMP

It is difficult to dissociate problems from trends. The newer tendencies in camping have been instrumental in providing or setting the problems which have emerged. The future development of the camp, as it progressively seeks to secure an educational status, raises many questions and problems. We shall not reproduce here the list of problems enumerated in the section on experimentation and research, though many of them may more fittingly belong here. A few of the more crucial questions facing the educational summer camp will now be discussed at greater length.

Foremost among these questions is the following: Will it be possible for a summer camp to operate as a business undertaking, requiring profit, and at the same time be conducted as a thoroughly educative enterprise? Some light on this question may be gleaned from the schools. How many schools receive sufficient revenue from tuition and board to put the institution on a self-sustaining basis? If schools are unable to operate on a self-sustaining basis what does it signify for the future development of camping? Will camps be prohibited from achieving their educational purposes because profits and education are incompatible and mutually exclusive? Will it be necessary for camps to be endowed? Will camps become "public" in the sense that schools are public, operating under the control and direction of the community, perhaps as an integral part of the school system? Two things seem clear: (1) Camps operated by organizations with a low camping fee cannot expect to balance budgets if a high quality of leadership is utilized. Much more money must be put into these camps if large educational outcomes are to be secured. (2) Even the private camps, with larger fees, will find it difficult, if not impossible, to reconcile profits with the demands of an educative process unless their fees are much higher proportionately than those in our secondary schools and colleges.

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[1] Cf. Thomas and Thomas, *Child in America,* Chapter III; *The Child Guidance Clinic and the Community.*

There is much uncertainty at the present time about the relationship between the size of the camp and its resultfulness. Many are the opinions and few are the facts on this question. The opinion given usually reveals the particular experience of the person who holds it. If his camp is small the virtues of the small camp are glorified. If his camp is large the benefits of the larger camp seem inescapable. The final test must be in the kind of growth which takes place in boys and girls. Ahmek in eight years has grown from thirty boys to approximately two hundred. In evaluating the effect of its size upon the results achieved we run the risk of unwittingly defending our own experience. The organization of the camp into six small sections, almost completely separated geographically, each with a director of experience and capacity, seems to retain most of the advantages of the small camp. Comparatively few are the occasions when the entire camp comes together, and these are usually times when the larger number is not a liability, and in some cases is distinctly advantageous. The entire camp eats together, participates together in council ring, Sunday chapel, and a few other features such as a pageant, a minstrel show, or a boxing tournament. A qualified and specialized leadership is made possible in a camp with substantial numbers that is unattainable in a small camp. More important than specialized leadership by far is the quality of the tent or cabin leader. There is still much room for improvement here, but the economy of administering a fairly large camp has made possible even that degree of capable leadership which the camp has possessed. The camp director maintains that he has as much time for individual boys now as in the early days when it was necessary for him to be concerned with multifarious duties in the realm of business, health and program.

The pride and the peril of the summer camp may be in its "naturalness," in its marked difference in environment from that of the "civilized" community. This change of habitat with its large opportunity for re-creation is an asset in so far as the boy is enabled to adjust himself more wholesomely and live more successfully in his normal community environment. Camp life may be a retreat, however, from the real problems, situations and issues of his life. Camp recreation, like the movie and much of current "worship," may be primarily an escape from life, an imaginative satisfaction of desires and needs, rather than a means of facing life more realistically, courageously and effectively. The gap which exists between camp and community environment may be so great that it hinders, rather than helps, his adjustment to the more complicated and more personal factors of the community in which he must permanently live. Much study and investigation is needed around this problem.

One direction in which the camp should move as a partial solution to this and other problems may now be glimpsed.

The camping experience should be more closely related to the year-long experience of the camper. This means that it must be more closely allied with other agencies in the community which are responsible for the development of the boy and girl. The camp may become the summer "school," not in any purely academic way, but in the sense that the skills, attitudes and abilities which may most readily be developed in camp are envisaged as part of the essential equipment for effective living as citizens of the modern world.

FORECASTING THE FUTURE

An enterprise as vast and as new as the summer camp, with an annual expenditure by parents of one hundred million dollars, will inevitably undergo transformations in the direction of closer integration with other educational agencies. Predictions are precarious, recommendations would be gratuitous; these concluding statements then are formulated as foreshadowing some of the developments which might reasonably be expected in the coming decade. That the wish is "father" to the thought will not be denied.

The next decade will doubtless see schools extending their program through the summer to include the camping experience. Educators will increasingly become aware of the place of the camp in a complete year-long scheme of education.

Closer cooperation of camping and institutions of higher learning also seems inevitable. Universities and colleges will inaugurate more courses for camp directors and counselors of the same merit as the standard courses now being given. Some colleges may go much further than this. Universities or colleges, especially schools of education, may actually organize or control experimental camps which will be the training centers for teachers, camp directors and counselors. Such camps directed by universities, schools of education or teachers colleges would not only be agencies of leadership training, but would constitute significant laboratories for experimentation and research. Elements entering into the sociological basis of the curriculum could be profitably studied. Similarly other phases of education, such as supervision, personnel guidance, the measurement of results, curriculum building may be studied in ways that might do much to enrich our knowledge and practice in these areas.

In Chapter XI a number of typical problems for research and experimentation were enumerated. Who is to carry on these investigations and experiments? Obviously the task must be shared by all those camps and organizations which are interested in securing a more factual or scientific basis for their camp processes and procedures. Since the camp is an educational agency we may get some clues as to how research may be advanced from the general educational field. The following suggestions for the organization or promotion of research may not be amiss.

(1) Many of the problems faced by the camp are similar to problems encountered by other agencies. Wherever possible the pertinent results of investigation, experiment and research in education, psychology, child guidance, or sociology should be utilized by the summer camp. Some of the camp organizations, such as the Camp Directors Association, might assume responsibility for making an inventory of the studies and an analysis of their results which would contribute to the solution of camping problems.

(2) Progressive camps should study continuously and with the most adequate methods available their own processes, program and problems. Numerous camps are making studies or experiments now in such things as: cooperative government; the use of incentives; types of program; methods of leadership training. The results of these studies should be made available to the entire camp movement.

(3) National organizations operating camps should formulate definite policies on research and experimentation. Suitable personnel for attacking crucially important problems should be appointed. Such groups as the

Y M C A,[1] Boy Scouts of America, Boys' Club Federation, Camp Directors Association and the Y W C A should enlarge their program of investigation and experimentation. Such organizations might appoint impartial committees to make surveys or investigations of their own camps.

Camp directors, through the Camp Directors Association or otherwise, will probably become more closely related to the large educational and scientific associations. The Camp Directors Association should operate a national office with a full time personnel executive staff to stimulate and coordinate, particularly the educational aspects of camping. Publicity, though important especially in educating the public to the educational possibilities of the camp, should not be the primary purpose of such a national service office. The stimulation and coordination of experimentation and research in the areas of program, behavior adjustment, supervision and measurement of results would probably be the greatest contribution any central headquarters could make to the educational camp movement at large.[2]

(4) Non-camp agencies and resources should be tapped where possible for some of the more specific studies and experience where refinement of technique is essential and where results have wide value, perhaps extending outside of the camp movement in their application or implications. Universities, colleges, child guidance clinics and character research agencies might find a laboratory for study and experiment in the summer camp, which would be of mutual value to the camp movement and the other agencies. Studies of a sociological, psychological, educational or child guidance character in the summer camp should be fruitful to these scientific fields.

(5) Special funds for research and experimentation must be secured from some source within or without the

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[1] Watson's work, *Some Accomplishments in Summer Camps,* is indicative of the growing research attitude and method within the Y M C A.

[2] It is suggestive to note that each section of the Camp Directors Association has undertaken a special study during the years of 1928 and 1929.

camp movement. Perhaps our research foundations will see an opportunity in the summer camp for some research and experimentation of a character meriting their support.

Camping will not have achieved its educational possibilities until it has not only allied itself more closely with educational and social science agencies, but has actually contributed through research and experimentation to the enrichment of the educational processes themselves.

A decade ago this book could not have been written. In another decade, or less, many of the things here discussed will be commonplace, many others will be greatly transformed, more will be transcended with growing knowledge and carefully tested experience. If the descriptions of Ahmek's experiment contributes something to the hastening of these processes, the purpose of the writers will be eminently fulfilled.

APPENDIX

APPENDIX A

SUBJECTS FOR STUDY AND DISCUSSION

These subjects and questions have been formulated for use in camp leadership courses conducted by colleges and universities, organizations promoting camps and in camps themselves. They are designed to sharpen issues and stimulate individual and group thinking. The questions may be adapted or re-worded for use in different situations, and may serve as a basis for discussion or written reports.

CHAPTER I

1. Enumerate and discuss the ways in which a camp with an educational purpose would differ from a recreational camp. How would you classify the camp to which you are related?
2. Describe any shifts in purpose or program which have taken place in your camp in recent years.
3. What are the advantages and disadvantages of having all of the boy's time for two months in camp in comparison with the opportunity of the school?
4. Make a study of the psychology of recreation. What activities in the modern community are genuinely re-creative?
5. How important do you consider the re-creative function of the summer camp?
6. What dangers or limitations do you see in the "naturalness" of the summer camp?
7. List the factors which you have found to be significant in camp in socializing conduct.

CHAPTER II

1. Why can it not be assumed that the experience of a summer camp is beneficial to boys or girls? Discuss some of the undesirable effects you have observed.
2. What is the function of objectives or aims in education? What are possible dangers in pre-determined aims? Use

such books for reference as Dewey, *Human Nature and Conduct, Democracy and Education;* Bobbitt, *The Curriculum.*

3. Formulate a set of objectives for a group of boys in camp which you think would satisfy the criteria of good educational aims.
4. Describe methods which might be used to discover specific objectives for each individual camper. If in camp, employ the methods with your own group.
5. Illustrate concretely how the type of objectives held by camp directors will affect such aspects of the camp as: leadership, equipment, and program.
6. How do the purposes of the campers differ from the objectives of the leaders? Are they incompatible? Why?
7. Consult a variety of materials in the fields of education, psychology, mental hygiene and then describe the attitudes, abilities and habits which a person needs to live wholesomely and effectively in the modern community. Should the camp seek to develop these characteristics?
8. What is the relative importance of the objectives of the campers, the parents, the counselors and the directors? How may all of these objectives be integrated in the actual processes of the camp?

Chapter III

1. Illustrate from your own experience the three general types of camps described in this chapter, viz., *autocratic, paternalistic* and *cooperative.* What underlying assumptions seem to account for these differences in curriculum practice? Evaluate each type from the standpoint of character outcomes.
2. Compare the camp curriculum as described in this book with the typical school curriculum. In what respects are they alike? Different? Is one more likely to be effective in producing character outcomes than the other? Why?
3. What do you mean by the term camp curriculum? Can the curriculum be made in advance? What part should the following persons have in constructing the camp curriculum: the camp director, program director, personnel director, counselor, parent, camper?

4. What justification, if any, is there for introducing minimum essentials into the camp curriculum?
5. What means would you employ to uncover the bases of program growing out of the needs, abilities, interests and purposes of individual campers?
6. Outline how you would go about the task of creating a camp curriculum for the development of character?

CHAPTER IV

1. How would you characterize the dominant educational quality of group enterprises as discussed in this chapter?
2. How do group enterprises ordinarily originate and develop? What relation is there between their origin and the resultant learnings?
3. How would you assimilate group enterprises into the formal organized program of the camp? Which should be given right of way? Why?
4. Analyze a group enterprise to discover (a) Source and kind of stimulation; (b) Problems and questions involved; (c) Resources which helped to meet the needs of the situation; (d) Probable outcomes—skills, knowledge, attitudes and appreciations; (e) New interests and purposes leading toward further activity. Consult Rugg and Shumaker, *The Child-Centered School,* pp. 99 ff.
5. In judging the educational values of group enterprises why is it important to consider whether or not the individual camper is purposing, volunteering suggestions, cooperating in planning and in choice of plans, executing plans, judging plans, pursuing plans and criticising outcomes?
6. What distinctive ways suggest themselves of organizing a camp curriculum around spontaneous group interests and purposes?

CHAPTER V

1. How would you justify organized instruction in camp?
2. When is formal instruction hostile to the claims of a good educational experience? Discuss "intrinsic" and "extrinsic" approaches in relation to formal instruction.
3. What justification, if any, is there for regarding activities in camp as major? secondary? minor? How may this distinction contribute to curriculum construction?

4. Analyze some instructional activity in camp in terms of probable character outcomes, both desirable and undesirable, and of the conditions or situations in which such learnings might be expected to occur?
5. Compare different practices both in camps and elsewhere where artificial awards are employed? What dangers obtain in the use of artificial incentives and recognitions? Which system seems least offensive to good educational method?
6. Make a study of the problem of competition in camp. What and whose purposes lie behind it? What are its values? Its limitations? In what activities may it be justified by its educational fruits?
7. How can adequate provision be made whereby social approval may function normally and effectively in the camp life?

Chapter VI

1. How would you differentiate between self-government and cooperative government?
2. What basic educational philosophy underlies cooperative participation and control in a camp or school situation? Consult George A. Coe, *Law and Freedom in the School.*
3. How would you proceed to set up the machinery of cooperative government in a new camp? What problems does the method of tent grouping impose?
4. Are there areas of experience in which you would not allow campers to share in the regulating and governing function? What areas? Why?
5. Consider the probable learning outcomes resulting from (1) a cooperative and (2) an arbitrary handling of each of the following problems: (a) Smoking in camp; (b) Stealing in camp; (c) Respect for property; (d) Camp cleanliness.
6. How can campers be made aware that cooperative procedure in camp is meant seriously?
7. What dangers and limitations have you observed in situations where cooperative participation has been encouraged in educational enterprises? What values?
8. In what ways can the camp councils harness the social forces and natural boy leadership within the camp for the achievement of its educational objectives? Consult Chapter XIII.

Chapter VII

1. From your observation of camps what different approaches seem to characterize their religious programs or emphasis?
2. In what respects does the religious objective and method at Ahmek correspond with these other types of approaches? In what respects does it differ?
3. What dangers have you observed in conventional "religious" programs that tend to make such programs and leadership educationally ineffective? What values have you observed?
4. What materials are customarily used to evoke "worship" experiences? How well are they adapted for such a purpose? Which type of material contributes most? which least? Are there other unconventional sources which may be utilized?
5. Outline a significant camp experiment in creating desires for the higher values which you would like to see made, indicating specifically, (a) Purpose of the experiment, (b) Method to be employed, (c) Materials to be used, (d) Plan of appraising results.
6. Enumerate the opportunities a counselor has to help boys find the higher social meanings and values in life experience.
7. Outline a series of topics for group discussion which you think would be indigenous to the life of boys in camp.
8. Build a complete program for a Sunday chapel service.
9. Make a study to ascertain if there is any difference functionally in the "camp spirit" as a symbol of approved ways of behaving and religious symbols?
10. Critically evaluate the theory underlying the statement "the entire camp program is conceived as essentially religious."

Chapter VIII

1. Discuss the advantages and limitations of the summer camp as an agency of behavior adjustment.
2. Write a description of the behavior of three or four boys you have observed frequently. Follow the directions given on pages 153-155.
3. Rate the same boys on the behavior frequency scales used at Ahmek, or a similar one.
4. What are the relative values of these two methods of studying the behavior needs of boys?

5. What information could parents and school teachers provide which would help the leader in camp in dealing with boys?
6. What forms of behavior listed in Table II do you consider most unwholesome? Why?
7. What information should be included in a case study of a camper? Make a complete case study of at least one boy.
8. Read either Sayles, *The Problem Child at Home,* or Thom, *The Everyday Problems of the Everyday Child.* State specifically how this material would help you as a camp leader.

Chapter IX

1. Describe some person you know who attempts to make up for some deficiency or sense of failure through braggadocio, escapades, conceit, domineering, or other forms of behavior.
2. Describe the behavior of some "spoiled" child or older person whom you know well. Trace the genesis and development of these particular behavior mechanisms.
3. Read the chapter on "Psychological Weaning" in Hollingworth, *The Psychology of the Adolescent.* Does this help you to understand some case of homesickness you have known in camp? Why?
4. Describe some person you know who is "an inveterate excuser," another who is "a lover of the limelight." Trace the factors behind these behavior forms. How might the camp help such persons secure more effective social adjustments.
5. Suggest how you would attempt to deal with a self-centered, irresponsible, uncooperative boy.
6. Would a specialist in behavior problems be an asset to your camp? What would you conceive his functions to be?

Chapter X

1. Keep a record for several days of all your activities as a counselor in camp. At what points do you feel the greatest need for help?
2. List the qualifications which you think a camp counselor should possess. Which of these are the most important? Why?
3. Describe someone you know whose leadership functions approximate the description on pages 205-208. Describe some "leader" who does not answer this description. Which

one is the more effective in securing desirable results in his group?

4. Outline plans for the pre-camp preparation of leaders.
5. List a dozen topics which you think most important for discussion at counselors' meetings during camp.
6. As a counselor what kind of help would you like to receive from the camp director or others in supervisory positions?
7. What experiences in your camp are most valuable in the improvement of leadership?
8. Formulate a scheme for training "home-grown" counselors over a period of three years beginning with senior campers.
9. Read Gregg's *Group Leaders and Boy Character,* and state how it should help to improve the effectiveness of camp leaders.

CHAPTER XI

1. Construct and use a form for rating the degree of camper participation in the government of your camp.
2. Utilize the "individual daily activity record" or a similar one, for several days, and then evaluate it.
3. Develop a set of criteria for estimating the educational worth of a group activity. Try it out on different activities and evaluate it as a means of improving the insight and skill of leaders.
4. Build a counselor's rating scale and rate two or three leaders, including yourself.
5. Enumerate the factors which in your camping experience have contributed to, and those which have hindered, the development of leadership *esprit de corps.*
6. What is the importance of leadership morale in camp?
7. What would the findings represented in Tables IV and V imply for you as a camp counselor? as a camp director?
8. List five problems which you would like to see become the object of more intensive investigation or experiment. Outline a plan for making one of these studies.

CHAPTER XII

1. Read Book One of *Studies in Deceit,* by Hartshorne and May. Do you think it justifies the statement quoted at the beginning of Chapter XIII of this book? Why?

2. What in your own camping experience have been the bases for appraising character results? State the limitations of these methods.
3. Should every summer camp seek to evaluate its results more accurately? Why?
4. Formulate a plan for estimating the improvement of campers in three or four kinds of skills.
5. Study, discuss and evaluate the three methods employed at Ahmek for estimating behavior changes in campers.
6. Employ either the observation record or the rating scale technique with a group for a month or two as a device for measuring behavior changes.
7. What do you think the findings in Table XIII imply?
8. Formulate a technique which would make it possible to compare the behavior of a boy before and after camp.

CHAPTER XIII

1. Do you think it important to study the social controls in camp? Why?
2. Study an adult who is a real leader among boys or girls and describe the factors which seem to be operating.
3. Study a real boy leader. Upon what does his leadership rest? Analyze thoroughly.
4. Describe some cases where the control and behavior pattern of a group were at variance with the purpose of the "leader" or camp.
5. Observe and analyze the methods used by a group to show approval or disapproval of the behavior of its members.
6. Cite specific instances where the camp name or "camp spirit" seemed to serve as an effective control of conduct.
7. List in order of merit the ways in which a group may develop unity or *esprit de corps*.
8. How may the behavior patterns which are the most desirable socially become accepted by boys as the most desirable and satisfying?

APPENDIX B

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APPENDIX I

LIST OF ACTIVITIES IN WHICH AHMEK BARS ARE AWARDED FOR PROFICIENCY

Astronomy, Athletics, Birds, Boxing, Campcraft, Canoeing, Carpentry, Diving, Dramatics, Entertaining, First Aid, Flowers, Fungi, Leadership Training, Life Saving, Knot Tying, Public Speaking, Photography, Riding, Sailing, Singing, Sketching, Story Telling, Swimming, Trees, Woodcraft.

SAMPLE BAR REQUIREMENTS

Taken from Requirements for Awards for Proficiency Bars in Ahmek Camp Curriculum

Campcraft

(a) Go on canoe trips of certain duration.

(b) State certain number of essentials in choice of camp site.

(c) Make two devices for holding pots.

(d) Build a bed of wildwood material.

(e) Build certain number of fires, using one match to a fire.

(f) Build a stone fire-place.

(g) Build three types of cooking fires, quick, glowing and lasting.

(h) Make tea, cocoa, porridge, pancakes, stew fruit, rice and bake biscuits or pie on camp-fire.

(i) Demonstrate three ways of pitching a tent.

(j) Build a waterproof shelter of wildwood material.

(k) Know how to use an axe.

(l) Know rules and means of camp sanitation.

(m) Boil water in a birch bark container and cook some food without utensils.

(n) Make some articles of camp furniture without nails.

(o) Boil one quart of water in a small pail in twelve minutes with one log, one axe and one match.

Grade IV—(a) two over-night trips; (b) four; (c) (d).

Grade III—(a) two two-night trips; (b) four; (c) (d) (e) 3 (f).

Grade II—(a) two five-day trips; (b) six; (c) to (f) as above; (g); (h) except baking; (i) (j) (k).

Grade I—(a) two five-day trips; (b) eight; (c) three; all other tests from (c) to (o) as given.

Assistant Instructor—Attend camp at least two summers; possess Grade I Bar; (a) three weeks; (o) ten minutes; instruct group to qualify for Grade III Bar.

Instructor—Possess Assistant Instructor Bar; instruct group for Grade I Bar; construct a complete camp; (o) eight minutes; be known as an outstanding camper.

APPENDIX II

SUGGESTIONS AND INSTRUCTIONS FOR CAMPER'S ANALYSIS AND RATING

I. Purpose and Value

1. The central purpose of Camp Ahmek is to develop desirable social attitudes and conduct. The camp program from the standpoint of the boy consists chiefly in the opportunity to participate in a large number of satisfying activities, interests, situations and experiences for developing the finest attitudes and types of conduct. The technique of interview and analysis should be a valuable aid to both boy and counselor in formulating and achieving these character objectives.

2. The analysis and rating scheme is primarily a form of personal interview between the counselor and the boy from which the following value should result:

(a) Each boy must be considered as an individual with his own specific needs, problems, motives, interests and desires. The objectives of the counselor with each boy can only be determined by thorough observation, discussion and analysis.

(b) The rating interview should help the boy to formulate more clearly and definitely his objectives in the camp and in life. The counselor should seek the definite determination on the part of the boy to pursue a course of action which will lead to the fullest development in terms both of the various lines of interest and activity and attitude and conduct.

3. The analysis and rating technique is also designed as a method of measuring or estimating the progress of the boy during the camp season in the development of ability in the numerous activities of the camp curriculum, and of social attitudes and habits. It is extremely important that the leader know definitely the actual improvement in all of the listed activities and attitudes of all the boys in the group.

4. The rating technique will also provide a basis for evaluating the effectiveness of the counselor's leadership with his boys. His leadership value and ability is to be judged by the actual results achieved in the lives of his boys rather than in the qualities of his own personality.

II. Method of Interview and Rating

1. Before using the analysis form with his boys the counselor should work through the various items by making a rating of himself. The interview should proceed on the basis of the concrete experiences and conduct of the boy in specific situations. This means that instead of dealing with an abstract quality, specific situations where the boy expressed or failed to display the qualities under discussion should be noted.

2. *The Five Point System of Rating* IS VERY SIMPLE if it is remembered that "three" marks the norm or the beginning point in the evaluation.

One means that the quality is markedly deficient.
Two means that the quality is noticeably lacking.
Three means that the quality is not noticeably present or lacking.
Four means that the quality is noticeably present.
Five means that the quality is present to a markedly superior degree.

3. At the close of the interview and in the following days the boy should be encouraged in every way to follow the course of action which will help him most effectively to strengthen his weaker points and realize his higher aims.

CAMPER'S ANALYSIS AND RATING

Name.. Age.......... Tent.......... Date....................

I. Activities and Interests.	Interests					Efficiency				
	1	2	3	4	5	1	2	3	4	5
Astronomy										
Athletics										
Birds										
Boxing										
Campcraft										
Canoeing										
Dramatics										
Citizenship										
Diving										
Entertaining										
First Aid										
Flowers										
Fungi										
Handicraft										
Indian Life										
Knot Tying										
Life Saving										
Public Speaking										
Photography										
Riding										
Sailing										
Sketching										
Swimming										
Trees										

II. Appreciation of Higher Values.	1	2	3	4	5
(a) Appreciation of beauty in:					
Music					
Nature					
Literature					
Character and People					
Humour					
(b) *Social Ideals and Attitudes.*					
Interest in social needs and problems (War, politics, race, life purpose, vocation, etc.)					
III. Observation of Health Habits.					
Kybo, sleep, eating, recreation, rest hour.					
IV. Team-work Qualities.					
Cooperation, participation, sharing					
Understanding and sympathy					
Responsibility and dependability					
Leadership ability					
V. Ability to Learn, Think, Create.					
Expectancy of change					
Resourcefulness and initiative					
Creative activity and imagination					
Ability to think straight					
Open mindedness; tolerance					
VI. Personal Qualities.					
Table etiquette; courteous manner					
Cleanliness, neatness					
Posture					
Cheerfulness; enthusiasm					
Frankness and sincerity					

APPENDIX III

INFORMATION FROM PARENTS

Information concerning____________________

Any brothers? What ages__________Any sisters? What ages?__________

Are there any grandparents or other relatives living in the home? If so, what?____________________

____

List any sickness or illness he had when younger, giving his age at the time____________________

____

____

Does he have any responsibilities around the home? What?__________

____

Does he have a regular allowance?____________________

What time does he retire?__________Arise?__________

What foods does he not like?____________________

____

Is he in the habit of eating between meals or before retiring? When?

____

What games does he play?____________________

What are his hobbies?____________________

Does he take cold easily?__________Is he easily constipated?__________

Has he any serious fears? What are they?____________________

____

Is he troubled with enuresis (bed wetting)?____________________

Has he had any nervous disorders, such as St. Vitus dance (chorea), hysteria, epilepsy or fainting spells? What and when?__________

____

In what skills would you like him to develop especially at camp?

____

In what way do you think the camp can best help to develop his personality?____________________

____

____

____

____

____

____

____

____

____

____

APPENDIX IV

CAMP AHMEK

Behavior Frequency Scale

Suggestions to Raters

1. Consult your behavior observation records before attempting to rate a boy. Do not generalize upon one observation; observe several instances of a certain type of behavior to check first impressions.
2. Assign ratings only where you have observed behavior carefully enough to rate with reasonable confidence.
3. Try to free yourself from any bias toward the individuals being rated. Do not let your total feeling toward a boy prevent you from judging each point separately and fairly.
4. Try not to let a desire to justify your work or your point of view bias your ratings. Never mind the consequences; stick to the absolute truth, as closely as possible.
5. Judge each boy on the basis of how he actually behaved, not on the basis of his appearance, his associates, or his opportunity.
6. Each boy rated is to be compared with all of those in the camp who are of the same age. It is not likely that more than 5 per cent of all the boys rated will fall within each of the extreme columns.
7. When in doubt, omit, or use only a black lead pencil check instead of one of the colored pencils.
8. All boys should be rated on one item at the same time.

If all of these precautions are followed, the ratings may be expected to prove as reliable as twenty-minute tests of intelligence, school achievement, or moral attitude. They will be far more reliable than the guess work they replace.

APPENDIX V

PROGRAM MOTIVATION AND RECOGNITION

Which of the following methods does the camp largely depend upon to secure motivation in the following activities?

(Each boy probably enters each of these activities with different motives. A generalized opinion as to which motive seems most characteristic of the boys in the activity is sought. The check for an item may be put in more than one column.)

	Group pressure, approval, glory, prestige, status among leaders and campers	Ribbons, points, awards, banners, cups, etc.	Satisfaction of activity itself the only award	Required	Camp honor award
Keeping Tents in order					
Canoe trips					
Campfire or council ring participation					
Horseshoe and Quoits					
Stunt Nights					

(Continued on next page)

	Group pressure, approval, glory, prestige, status among leaders and campers	Ribbons, points awards, banners cups, etc.	Satisfaction of activity itself the only award	Required	Camp honor award
Swimming					
Tennis					
Table orderliness and cleanliness					
Completed projects					
Nature lore					
Track and aquatic meets					
Hiking					
Boating					
Fishing					
Tent devotions					
Dramatics and pageants					
Serving on Council					
Camp Newspaper					
Personal cleanliness					
Morning dip					
Baseball games					
First Aid					
Share in work detail					
Life Saving					
Sunday Chapel					
Punctuality at meals or classes					
Musical events					

APPENDIX VI

SUGGESTIONS AND INSTRUCTIONS FOR COUNSELORS' RATING

I. *Purpose:*

1. To be used by Sectional Directors as a means of improving the skills of Counselors.
2. To be used as a basis for determining future relationship to Camp.

3. Counselors to be paid on the basis of merit: Camp Cabinet to rate all Counselors in Camp.

II. *Method of Rating:*

1. Before using the rating form, the Sectional Director should work through the various items, preferably making a tentative rating of the Counselor.

   Instead of dealing with the abstract quality, specific situations around each of the traits should be considered.

2. The seven-point system of rating is very simple, *if it is remembered that "four" is the norm or the beginning point in the evaluation.*

   One means that the quality is markedly deficient.
   Two means that the quality is very noticeably absent.
   Three means that the quality is noticeably lacking.
   Four means that the quality is not noticeably present or lacking.
   Five means that the quality is noticeably present.
   Six means that the quality is present in a very noticeable degree.
   Seven means that the quality is markedly present.

COUNSELORS' RATING

I. Personality and Team Play Elements:	1	2	3	4	5	6	7
Poise—self-control in all situations							
Ability to meet people—appearance, manner, dress, conversation, etc.							
Cheerfulness and enthusiasm—buoyant spirit in all situations							
Intellectual status and interests							
Cooperative attitude and ability							
Courageous approach to situations							
Dependability—in all kinds of tasks (Including punctuality, persistence)							
Executive ability and dispatch							
Displaying originality, initiative and resourcefulness							
Ability to use leisure time fruitfully							
Camp tidiness							
Observation of health habits—(rest, smoking, sleep, etc.)							
Willingness and ability to learn—(Include openmindedness and adaptability)							
Ability to discipline and direct self							
Tolerance							
Care of equipment and property							
II. Appreciation of Higher Values:							
(a) Appreciation of Beauty in: Music							
Nature							
Literature							
Humor							
Character and People							
(b) Social interests and outlook: (Interest in questions of race, politics, industry, war, etc.)							
(c) Life purpose—Measure of ambition. (Reach into future? Is it social?)							
III. Leadership Tools and Skills:							
Clarity of objectives: (a) Possessing a clear set of objectives for the boys							
(b) In full harmony with camp purpose							
Ability to analyze and understand needs of boys—(Behavior needs and program needs)							

(Continued on next page)

III. Leadership Tools and Skills: (*Cont.*)	1	2	3	4	5	6	7
Ability to live with boys—(Like to be with boys: boys like to be with Counselor)							
Knowledge and use of educational tools:							
(a) Principles of leadership control (Use of positive suggestion, cooperation, etc.)							
(b) Ability to get *boys* to purpose, plan, initiate and carry thru enterprises							
(c) Ability to use the "laws of learning"							
Ability to interest boys in Program—(Sailing, swimming, boxing, canoeing, campcraft, nature lore)							
Ability to interest boys in section and camp activities							
Ability to influence boys—(Inspires respect and confidence)							
Ability to help boys face issues that arise in living together in camp							
Sense of responsibility to counselor's task as shown in:							
(a) Supervision of boys at morning dip							
(b) On job in dining room (Improving etiquette of boys, keeping order, etc.)							
(c) Punctuality at meals and meetings							
(d) On job in section (tent clean-up; getting boys out to activities)							
(e) Assisting in instruction							
(f) Present at swim period							
(g) Supervise morning soap bath							
(h) Have boys ready for noon inspection							
(i) Observe rest hour with boys							
(j) Stimulate interest in evening program							
(k) Helpful leadership in devotions (This involves ability to lead discussion, to draw boys out on important issues and problems and in other ways to make this period effective and significant.)							
(l) Observe camp regulations							

APPENDIX VII

JUDGING CAMP RESULTS

OBSERVATION OF AHMEK PARENTS

I. *Behavior Observation*

Kindly check the following forms of behavior in the first column if improvement has been noticed; in the second column if no change has been noticed; and in the third column if unfavorable change seems to have resulted:

	Improvement	No Change	Loss
1. Volunteering for service task inconspicuously	....	....	....
2. Avoids disagreeable things through sickness	....	....	....
3. Care of property	....	....	....
4. Responsive to parent's suggestions	....	....	....
5. Meets and mixes with others more easily	....	....	....
6. Showing courtesy	....	....	....
7. Consideration for the welfare of others	....	....	....
8. Unselfishness	....	....	....
9. Meeting misfortune cheerfully	....	....	....
10. Showing self-control in situations of annoyance	....	....	....

11. Sensitive to feelings of others	....	....	....
12. Appreciation of music	....	....	....
13. Initiative and resourcefulness	....	....	....
14. Being modest where easy to boast, brag or show off	....	....	....
15. Associating with others without domineering or bossing	....	....	....
16. Practising good etiquette	....	....	....
17. Practising good posture	....	....	....
18. Personal tidiness	....	....	....
19. Tidiness around home	....	....	....
20. Confidence in himself	....	....	....
21. Being industrious	....	....	....
22. Absence of "grouching and crabbing"	....	....	....
23. Assuming leadership	....	....	....
24. Cooperating readily	....	....	....
25. Shouldering responsibility	....	....	....
26. Carrying enterprises through with dispatch	....	....	....
27. Displaying courage	....	....	....

II. *Other Observations*

1. What things have been talked about favorably most?..........................

....

....

2. What things have been talked about unfavorably?..........................

....

....

3. Are there indications of new friendships formed?..............What?........

....

....

4. Any indications of improvement in health?..............What?..............

....

....

5. Any changes in eating habits?..............What?..........................

....

....

6. Any new interests and appreciations?.....................................

....

....

7. Does he sing any Camp songs?..............Which ones?......................

....

....

8. Any change noticed in attitude towards school?

9. Any change noticed in attitude toward religion?

10. Any comments, criticisms or suggestions?
    (1) Re program:
    (2) Re business arrangements:
    (3) Re counselors:

11. In what way would you suggest our Camp organization may be useful to your boy between Camps?

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Date Due

Mr 31 '39	~~JAN 1 9 '63~~		
Ap 8 '39	~~OCT 1 1 '65~~		
~~RESERVE~~	~~FACULTY~~		
	FEB 4 '70		
~~RESERVE~~	FEB 18 '70		
Wooster	[illegible]		
Ag 3 - '44	[illegible]		
F 23 '45	[illegible]		
	[illegible]		
AP 3 - '52			
AP 28 '52			
JE 4 - '52			
JA 19 '53			
JA 19 '53			
FEB 2 8 '58			
APR 2 4 '58			
~~My 8 '58~~			
~~JAN 2 9 '62~~			

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